

Ministry of Education







ENGLISH
FOR AFGHANISTAN

1398 Edition



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The message of
Minister of Education
"Read by the name of Allah"

We express our gratitude to Almighty Allah who bestowed upon us life and the ability to read and write and we send endless salutation to Hazrat Muhammad (PBUP) whose !"first divine message from Almighty Allah is "Read

As it is obvious, the year of 1397 was named as "Education Year". Therefore, Afghanistan education system will witness many fundamental quality changes in its different spheres. Teachers, students, curriculum/textbooks, schools, administrations and Parents' Councils are the six basic elements of Afghanistan education which play an important role in expanding and developing of education of a country. At such a fateful moment, the leadership and the entire family of Afghanistan Education is committed to create fundamental changes in the development and expansion of the current .education system in Afghanistan

Thus, reforming and developing of the educational curriculum is one the key priorities of Ministry of Education (MoE). In this regard, improvement in quality, content and the process of distributing of textbooks to schools, Madrasas, and all government and private educational centers is one of the topmost priorities of MoE. We believe that without having quality curriculum and textbooks, we will not be able to achieve the .sustainable development goals with regard to education in our country

To achieve the mentioned goals and an efficient education system, we kindly request our dedicated teachers and committed school administrators who are the educators of the future generation across the country to make endless efforts to support the active learning process using the textbooks and do their best to nurture the future generation to become informed and educated citizens who are critical thinkers and have the religious and national values. Teachers should begin their lessons every day with a sense of accountability and renewed commitment in order for their students to grow into civil, responsible and effective citizens, and serve as the architects of Afghanistan's .future development

Furthermore, I kindly request our motivated students who are the country's future valuable assets that they should not neglect the opportunities provided to them and respectfully utilize the teaching and learning process using the scientific curiosity and .benefit immensely from the knowledge of their teachers

Last but not least, I highly appreciate the endless efforts of educational experts, educationists, and technical partners in curriculum development that actively worked day and night to develop this textbook. I wish them success from Almighty Allah in .their noble efforts

I wish we achieve a well-developed education system of high standard and an .Afghanistan with free, informed and prosperous citizens

Dr. Mohammad Mirwais Balkhi
Minister of Education
Afghanistan

Introduction

Rationale for Learning English Language

Studying English Language, as a very effective foreign language is crucial and essential for the people of Afghanistan because of many reasons:

a. It can enable learners to communicate with other people and acquire needed information.
b. It can help students and scholars to get knowledge about the daily life, culture, religion, politics, science and the technologies developed in English Language, and use the knowledge in the development of their country.
c. It can help the students and scholars to learn about the contributions of great writers, thinkers, scientists, poets, inventors, statesmen in the progress of the people's of this language.
d. It can help our statesmen understanding International Law and culture and consequently, improve international relations of Afghanistan with the Nations of the world.
e. It can help our people to promote their business and strengthen the economy of the country.
f. It can help our religious scholars to communicate the people of the world, comprehend their culture and the way of life, and disseminate the precious Islamic teachings and values. Consequently, promote mutual understanding and conviction.

***

Methods of the Course

"English for Afghanistan" is an English Course for the people of Afghanistan, to meet their needs. The course has been designed to promote English Language Learning through the following methods and techniques:

1. In the course, students are encouraged to talk first about themselves and their environments and then to broaden their horizons.
2. The course develops an awareness of the link between language, religion and culture.
3. The course provides students with the opportunity to acquire English language skills in an enjoyable and challenging role.
4. In the course, there is a consistent focus on learning English in order to develop practical and functional skills in which grammar is carefully controlled.
5. The course provides enough time for students to master and acquire the lexicon and structures which are taught to them.
6. The skills of listening, speaking, reading and writing are developed gradually.
7. Maximum opportunities of interaction are provided for students.
8. Maximum use is made of pair and group activities where students undertake tasks collaboratively.
9. Moreover, revision and recycling are integrated into the course to facilitate more learning skills.
10. This book consist of (12) units.

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TABLE OF CONTENTS



UNIT ONE

WATER

AT THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

- talk/discuss about benefits of drinking water.
- know the meaning of new words and use them in sentences.
- recall grammatical points from previous grades.
- Improve their reading skill by reading a topic about water.
- learn grammatical structures such as; helping and main verbs.

UNIT 1 LESSON 1

WATER

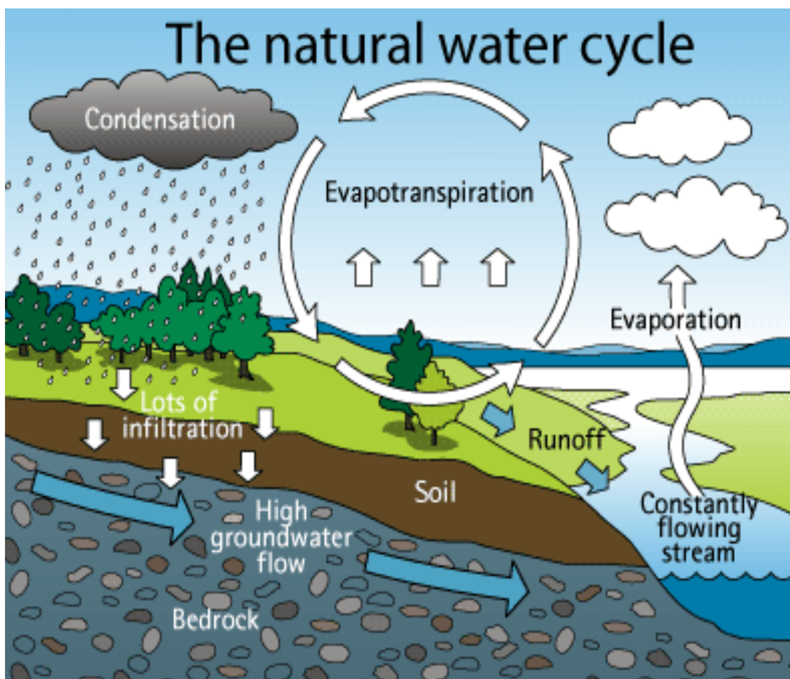
DISCUSSION:

1. Discuss the following questions with your classmates.

a. What percentage of our bodyweight is water?
b. Do people think that water is only needed when they feel thirsty?
c. What will happen, if there is lack of water?
d. What will happen, if there is shortage of water in our body?

2. Now, look at the picture below and discuss these questions about water with your partner.

a. Describe the water cycle.
b. How do you say 1/5 and 4/5 in English?
c. What is the difference between fresh water and salty water?
d. What is water used for?
e. What are some of the problems that people and countries have with water?



CONVERSATION PRACTICE

1) **Practice a conversation about lesson 1 with your partner.**

2) **Your classmates will read the following conversation in pairs. Listen to your classmates and then practice saying it.**

	A	B	C
Akbar:	Omar, are you good at fractions?		
Omar:	Not bad. Why?		
Akbar:	Well, what's *half a half*?	*What's half a quarter?*	*What do you get if you subtract two-fifth from one?*
Omar:	A quarter.	*An Eighth*	*Three-fifths.*
Akbar:	Ok. So what do you get if you add a *half and a quarter*?	*a half and an eighth?*	*three-fifths and one-fifth?*
Omar:	Three-quarters.	*Five-eighths.*	*four-fifths.*
Akbar:	And how do you express *three-quarters* as a percentage?	*five-eighths*	*four-fifth.*
Omar:	75%. Akbar are you asking me or testing me?	*62,5%*	*80%*
Akbar:	Look, don't worry! You're doing well!		

3) **Make more conversations like the one in 2 above, but this time use the words in columns B, and C.**

UNIT 1 LESSON 3

ASKING QUESTIONS

GRAMMAR

1

Many questions in English need a HELPING VERB + a MAIN VERB

	HELPING VERB		MAIN VERB	
How much water	Do	people	drink?	
	Is	most of the world	covered	by water?
How long	has	he	worked	here?

HELPING VERBS

A. Show passive or active,
B. Show the tense,
C. Sometimes change with different subjects.

MAIN VERBS
describe the action

2

BE verbs can also be a MAIN BERB:

	MAIN VERB	
Where	am	I?
What	is	your name?
How	are	you?
Why	was	he homesick?
Where	were	his possessions?

But BE needs a HELPING VERB in the future and perfect tenses, For example:

	HELPING VERB		MAIN VERB	
When	will	you	be	here?
Where	has	he	been?	
	had	Hekmat	been	before?

GRAMMAR

DO and HAVE can also be main verbs. They are HELPING VERBS in questions:

3

	HELPING VERBS		MAIN VERBS
What	does	a researcher	do?
What	do	surgeons	do?
What	did	Ibn Battuta	do
What	has	your uncle	done?
How much water	does	he	have?
What kinds of tools	do	mechanics	have?
	have	you	had

Underline the helping verb, and circle the main verb from each question. Remember some questions have only main verbs.

1- How does underground water move?
2- Why are some medicines prescribed by doctors?
3- Where is most of the world's fresh water?
4- What are the main uses of fresh water?
5- For which purposes do we use water?
6- Did Hekmat do his homework?
7- When was the thief arrested?
8- Why are students called to the principal's office?
9- What did the teacher tell to the students?
10- When were your last examinations?
11- Where was traffic police during the accident?
12- Did you see the accident yourself?

READING

Water

Nearly three-quarters of the world is covered by water. The Pacific Ocean has a larger surface area than all the dry land on earth. Unfortunately, this water itself is no good for drinking. It is too salty. However, the water that is evaporated from it by the heat of the sun is not too salty. Tiny drops of fresh water mix with the air and sometimes become clouds in the sky. If the water in the clouds grows too heavy, it falls to earth again. About four-fifth goes directly back into the sea. But if the rain falls on the land, the fresh water can be used by the living things there. Most of it, however, either returns to the sea in rivers or disappears underground.

There are several different sources of drinking water. In some areas, dams prevent rivers from returning rainwater to the sea. Reservoirs are formed to provide drinking water all year round. In other places, rainwater drains through the earth's surface and collects in lakes or rivers underneath.



Some water under the Sahara Desert in North Africa has lain there for 25, 000 years. Other underground water does not lie in one place but moves slowly downhill over hard rock. Water like this is used by people at cases, wells and bore holes all over the world. However, the largest source of fresh water has never been used at all. About 90% of all fresh water in the world is in Antarctica. It is unusable because it is remote and is in the form of ice and snow.

When the word water is mentioned, nearly everybody first thinks of water for drinking. But actually, in some countries, people drink only a small percentage of the water they use. In the UK, for example, each person uses an average of about 180 liters of water per day. Of that, only about 3% is used for cooking and drinking. People use most of the rest for washing dishes, clothes and themselves and in the toilet. In industries, water is used for a variety of purposes. It takes 1 liter of water to make 2 kilos of bread. It is used in the producing of electricity and at atomic power stations. Of course it is also used world-wide in the cultivation and irrigation of crops. So water now has a variety of uses. As the population of the world grows, the demand for water will increase too. It may become even more precious than it is today.

READING

Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.

	T or F?	Line(s)	
1.			Sea water is fresh water.
2.			Half of the rain falls on the land.
3.			Water drains through hard rocks.
4.			Drinking uses a large percentage of fresh water.
5.			It takes two liters of water to make 2 kilos of bread.
6.			Water is only needed in a few countries for growing things.
7.			Water is not precious today.

This question will test your mathematics skills as well as your reading ability.

How many liters of water does it take to make 10 kilos of bread?

WORD STUDY

average (a verage) (n) a number you get by adding, and then dividing.
The average of 4,5 and 9 is 6 (4+5+9)÷3
demand (de mand) (n) a need for something.
There is a big demand for cold drinks in hot weather.
That sports shop has just opened because there is a demand for sports equipment.
even (e ven) (adj)
1. even shows that something is unexpected.
Have you finished yet? No, I haven't even started.





Go running? He can't even get his socks on.

2. **with** a comparative makes the comparative strongest.
Parwan is big but Herat is even bigger.
Fraction (fraction) (n) a part or parts of a whole or number.
1/2= a half or one half, 1/3= a third or one third, 1/4= a quarter or one quarter, 1/5= a fifth or one fifth; 2/5=two-fifth.

- How do you say these fractions?

2/3, 1/8, 3/4, 4/5, 7/8, 9/20.
go back (v-irreg: **went back – gone back)**
After their lecture at the university, they all went back to their homes.

lain(*past participle of lie*)
lake(n) a large area of water surrounded by land.
The Great lakes are in North America.
lie(v-irreg: **lay – lain**) *some men can lie on beds of nails.*
she lay down because she had a headache.



- Which of these dogs are lying?



lie(v – reg: **lied-lied**) say something false.
He said he was 18. He lied.
He is actually 14.
Be careful! There are two different verbs:
lie – lay – lain and lie-lied-lied
mistake(mis take) (n) something which is not correct.
You must always check your writing to see if you have made any mistakes.
We can all learn from our mistakes.

- What is the mistake in the sentence below

The average of 3,7 and 14 is 7
rest(n) the things or people who are not included in the first group.
I do half my homework in the evening.
Thirty pupils passed the test.
source(n) a place or thing which something comes from; origin.
The sea is a good source of water.
Petroleum is the source of petrol, plastic and many other products.
unusable(un us able) (adj) cannot be used.
My sandals are so old that they are unusable.
The word comes from *use*.
First the ending-able was added: usable = able to be used.
Then *un*-(=not) was added to the beginning.
Usable means can be used. What do these words mean? *allowable, believable, breakable, climbable, drinkable, enjoyable.*

WORD STUDY

cloud	heat	remote
dish	lay	reservoir
demand	lied	salty
downhill	make	sky
drop	nearly	underground
evaporates	percentage	underneath
even	power stations	unusable
hard	purpose	world-wide

Rewrite the following definitions and sentences and choose the words from the above box to match the ten dictionary definitions below.

1. (n) the need for something.
The ______ for soft drinks increases in hot weather.

2. (v-reg.) to say something which is not true.
The thief said that he has not taken the money but he ______.

3 (adj) far from people
Some people like to take holiday in ______ places away from towns and cities.

4. (adv) almost.
It's 12: 59. It's ______ one o' clock.

5. (adv) below the surface of the earth.
Geologists and explorers look for sources of oil ______

6. (adj) cannot be used.
This washing-machine is so old and damaged that is ______ .

7. (n) space above our head when we are in the open air.
It is good to see falcons flying high in the ______

8. (n) a building where electricity is produced.
Many ______ use oil for fuel.

9. (v-reg) to change from liquid into gas: to dry up.
If you spill petrol on the ground, it quickly ______.

10.. (n) a reason; a plan; something which a person intends to do.
My whole family has come home for the ______ of attending my brother's wedding.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

REVISION

ASKING MORE QUESTIONS

1 Yes/No Questions

If you want a **Yes …** or a **No …** answer, start your questions with a HELPING VERB like

Are ….? Did ….? Have ….? Is ….? Were …. . etc.

Look at these examples:

QUESTION		ANSWER
Does	the Pacific ocean have a large surface area?	Yes, it does
Is	the evaporated water too salty to drink?	No, it is not

HELPING

THE VERB IN THE ANSWER is (nearly always) the same as the HELPING VERB in the question.

2 Questions with Prepositions at the end.

Some questions with ***what ….? Where…? , etc…*** end with prepositions. Look at these examples

QUESTIONS	ANSWERS
What is nearly three quarters of the world covered by?	Water
What is this water good for ?	Drinking.

PERPOSITION

3 Subject Questions

When the answer is the subject, NO EXTRA HELPING VERB is needed.

Look at the examples:

statements

The Pacific Ocean	has larger surface than all the dry land on earth.
Most of the water	goes directly back into the sea.
Rainwater	has lain under the Bakwa Desert for thousands of years.

SUBJECT

QUESTIONS

What	has a larger surface than all the dry land on earth?
How much water	goes directly back into the sea?
What	has lain under the Bakwa Desert for thousands of years?

ANSWERS

The Pacific Ocean
Most of the Water
Rainwater

UNIT 1 LESSON 6

Revision

A. Read the following passage about Hekmat's Private School silently.

Private School

PRIVATE SCHOOL

Private school education is a new phenomenon in our country. The Ministry of Education formulated laws and regulations to provide guideline for private schools. As there is a fairly good competition among private schools, the owners of these schools provide more facilities to students. Some of them have worked hard to get good reputation and become more popular among people.

My friend Hekmat also established a private school in the city. Before establishing the school, he calculated all the expenditures carefully. Now the school has been built and it has a wonderful building. Its classrooms are very spacious and there is a big library for students. As the school was established according to the private school regulations, the Ministry of Education issued a license for Hekmat. The curriculum of the school is progressive and the Ministry is in agreement with it.

While the teachers of the school work hard and attend their classes regularly, there are a lot of students taking interest in the school. So far, the school has graduated a lot of students. Last week there was a great annual meeting in Hekmat's School. The people of the area are grateful to Hekmat.

PRIVATE SCHOOL

B. Read the following questions about private schools and write the short answers. Remember to use the helping verbs used in the questions.

1. Did Hekmat establish a private school? Yes, he did.
2. Was there an annual meeting in Hekmat's school last week?
3. Is there a big library in the school?
4. Are the class-rooms of the school built spacious?
5. Do the teachers attend their classes regularly?
6. Have some of the schools become more popular?
7. Have some of the schools worked hard to get good reputation?
8. Have the school hired more qualified teachers?
9. Are there more facilities in private schools?
10. Did the government formulate any laws for private schools?
11. Did Hekmat get any permission or license from the Ministry of Education for his school?
12. Was Hekmat's school established according to the rules and laws of the country?
13. Were there a lot of students in Hekmat's school?
14. Had Hekmat calculated the expenditures before establishing the school?
15. Has the school graduated a lot of students so far?
16. Should we be grateful to Hekmat for his services in the field of education?

A. Read the following sentences. Make questions to ask for the missing information. The first one is an example.

1. All the cities of the Afghanistan have …

   What do all the cities of Afghanistan have?

2. Smoking affects…

   What

3. Ahamad traveled to Mazar e Sharif ….

   How

4. Tests are done….

   Where

5. Researchers have concluded….

   What

6. The patient felt all the pain….

   When

7. He is able to choose….

   What

8. He is expected to arrive….

   When

Unit two

conservation

At the end of this unit students will be able to:

- talk/discuss about conservation.
- learn the usage of past perfect passive.
- read the topic about (CONSERVATION –AN-URGENT NEED)
- know the new words and use them in sentences.

UNIT 2 LESSON 1

CONSERVATION

Discussion:

Discuss about conservation with your teacher and your classmates, then try to answer the following questions:

a. What does conservation mean?
b. Is conservation more important nowadays than it used to be? Why?
c. Can you think of any animals or plants which are endangered?







CONVERSATION PRACTICE

1. Practice the conversation at column A below:

	A	B	C
Policeman:	You know the reason of dying these animals, how did they die?	car crash?	letter arrive?
Warden:	Yes, they were killed by poachers.	driven… a child.	sent…fax.
Policeman:	Poachers?	a child?	By fax?
Warden:	Yes. Men who hunt without permission.	someone under seventeen.	an electronic machine.
	You saw some men driving away as Policemen arrived, didn't you?	some children running away.	the letter coming out of the machine.
Policeman:	Yes, I did.		

2. Make more conversation, but this time use the words in columns B and C.

GRAMMAR

THE PAST PERFECT PASSIVE

Look at this sentence, it uses the passive with had.

Poachers had killed this deer before we arrived there (active)
This deer had been killed by poachers before we arrived there. (passive)

The tense is called the past perfect passive and it is made like this:

had been + past participle

GRAMMAR

Tag questions

A. Do you remember these questions?

You come from this area, don't you?

Yes, I do. I'm from Paktika



It costs a lot, doesn't it?

Yes, it does. It's very expensive.

Remember: We ask questions like these when we think the answer will be *Yes*.

The question word comes right at the end.

You have to know that the tense is present simple and you have to know that questions in the present simple tense are asked with ***do*** and ***does***.

You come from this area, ***don't*** you?

Yes, I do.

B. Make some more questions (and answers) like the ones above. Use these sentences.

1. You study English.
2. He comes from Kabul.
3. They sit at the front of the class.

A. Now look at this question:

You saw some men driving away as you arrived, didn't you?

Yes, I did.

This question is similar to those in box 1. But it is in the simple past tense.

Because of this, it uses did at the end.

The answer (can be ***Yes or No***) also contains ***did***.

B. Now make some questions and answers for these statements. Use the simple past tense.

1. You went to perform Haj last year.
2. You saw Frishta yesterday.
3. They knew my father.
4. You won the football cup.
5. You fell off your bike.
6. They built that house.
7. We finished this work.

GRAMMAR

A. Look at these situations and then write a sentence about each one. The sentence must contain *had been* plus the past participle. The first one is an example.

Answers

1. You went to a bakery to buy some bread. However, there was no bread. What had happened to it? (sell). It had been sold.
2. Your car was very dirty when you left it in the car park. When you came back after shopping, it was like new. What had happened to it? (clean). ______
3. You left your house this morning and you saw a dead cat in the road. What had happened to it? (kill). ______
4. When you went to school yesterday morning, there was a hole in the road. When you returned after school, it wasn't there. What happened to it? (mend). ______
5. When the headmaster left the school at 1:30.p.m, all the lights were on. When he returned at 7:00 a.m. there were no lights on. What had happened to it? (switch off). ______

B. Make questions and answers using the words that you are given.

The first one is done for you.

1. … knocked at the door, …?
(a) You *knocked at the door, didn't you*?
(b) Yes, I did.

2. … broke his wrist, …?
(a) He ______?
(b) ______.

3. … flew to Herat, …?

(a) They ____ ?

(b) ____ .

4. … rang the wrong bell, …?

(a) I ____ ?

(b) ____________________________________ . ________

5. … did your homework, …?

(a) He ____ ?

(b) ____________________________________ . ________

6. … cut the cake, …?

(a) You ____ ?

(b) ____________________________________ . ________

7. … spent all his money, …?

(a) He ____ ?

(b) ________________________________ . ____________

8. … cut her finger, …?

(a) She ____ ?

(b) ________________________________ . ____________

READING



CONSERVATION - AN URGENT NEED

Millions of Animal and Plant Species Face Extinction

Scientists still do not know exactly how many animals and plants species exist on our planet. They guess that there may be between 5 million and 30 million. Only 1.7 million of them have been identified and described.

In January 1989, the director of a famous botanical garden in the U.S.A predicted that during the next thirty years man will cause an extinction of an average of 100 animal and plant species every day. This is a yearly average of about 36, 500 species. If extinctions continue at this rate, there may be almost no animals or plants on this planet by the year 2200 AD!

How Could this Happen?

There are several reasons for this. One thing is that man often hunts and fishes too efficiently nowadays. For example, fishermen hunt whales from "factory ships". And hunters of elephants and rhinoceroses have even used helicopters and machine – guns. As a result, these animals are all in danger of disappearing.

Another reason is pollution of the environment. Animals need a clean environment but we have been polluting the rivers, seas and land for over 150 years.

However, the main cause of these extinctions is deforestation in the tropics. Tropical forests cover only 7% of the earth's surface, but they are the home of between 50% and 80% of the earth's species. Many tropical countries are cutting down their forests very quickly. They are doing this in order to create more land for agriculture.



They also need the wood for fuel and for building. However, they are killing trees and plants, and at the same time destroying the homes of many animals. This is a big problem in South America, in parts of Africa and in some Asian countries, such as the Philippines.

Sometimes, man means to do something good but he damages his environment by mistake. An example of this comes from South America. There used to be a bird which was found in only one place in the world – near a lake in Guatemala. One day, scientists decided to introduce a new species of fish into the lake as food for humans. The new fish ate the birds' food sources and by 1987 these birds had all been made extinct.

It's not just the Elephants!

Most people know that elephants, tigers and rhinoceroses are endangered. However, millions of small and little-known species are also threatened with extinction. Insects and plants are especially vulnerable as their forest homes are destroyed, we must not forget that each of these species depends on many others for its survival.

When one disappears, others may lose an important source of food. Moreover, man can learn from plants and insects and use them to improve his own life on this planet. Wild plants, for example, contain substances that can be used to make medicines as well as natural fertilizers and pesticides.

Is There a Solution?

What can be done about the problem? We cannot re-introduce the species which have already disappeared. However, it may not be too late to start protecting some of the creatures and plants which are still with us but which are endangered. All over the world, conservation is an urgent need.

READING

Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out a correct statement if you put F.

	T or F?	*Line(s)*	
1.			There are about 1.7 million animals and plants species on our planet.
2.			Man is causing the extinction of about 36, 500 species every ten years.
3.			Hunting for whales is an example of hunting which is too efficient.
4.			The main reason why many animals are becoming extinct is pollution.
5.			One reason for deforestation is that people want wood for fuel.
6.			Fertilizers and pesticides can be made from wild plants.
7.			One reason to the problem is to re-introduce species which have already disappeared.

WORD STUDY

deforestation (defore**sta** tion) (*n*) destroying or cutting down forests.
Deforestation causes many animals to lose their homes.

en- (*prefix*) 1. put into or get into.
He endangered their lives by driving too fast.
2. cause to be.
He enlarged his house by adding two rooms.

endanger (en **dan**ger) (*v-reg*) put someone or something in danger.

fertilizer (**fer**tilizer) (*n*) a substance that farmers put on their land to make the plants grow better.
Kod e Barq is a company in Mazar-e-Sharif Industrial City. It produces fertilizer.
* Name the kinds of fertilizer.

forest (**for**est) (n) a large area full of trees.
Canada has many large forests.
* Where else in the world can you find large forests?

Guatemala (Guate**ma** la) (*n*) a country in Central America.

gun (*n*) an instrument which shoots through a long metal tube.
Soldiers must all learn to use guns.
British policemen do not usually carry guns.
*What kinds of guns do soldiers, hunters and policemen use?



machine-gun (ma **chine** – gun) (n) a gun that shoots very fast. (see the picture above).

insect (**in** sect) (n) a small animal with six legs and a body divided into three parts.
Flies, ants and bees are three kinds of insects.



planet (**pla** net) (*n*) a body which orbits the sun or another star
There are nine planets which orbit our sun.
*What is the name of the third planet from our sun?
*Can you find out the English names of all nine planets?

prohibit (pro **hib** it) (*v-reg*). the opposite of allow.
Smoking is prohibited in this building.

re – (*prefix*) 1. again. 2. back
re-introduce (**re-intro** duce) (*v-reg*) *introduce again for a second time.*

shoot(v-irreg: **shot-shot**) use a gun.
The poacher shot the elephant with a rifle.

threaten (**threat** en) (*v-reg*) place in danger; warn that one is going to hurt someone.
The thief threatened him with a gun and took his money.



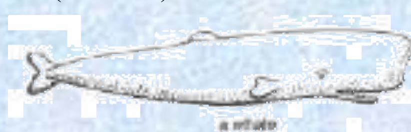
tiger (*n*) a large wild animal of the cat family.

tropics (**tro**pics) (*n*)
The hot regions of the world, close to equator.
Most of the world's tea comes from the tropics.

tropical
(tropical) (adj)

visible (**vis**ible) (*adj*) able to be seen.
Our house is not visible from the street, as it is surrounded by trees.

Whale (*n*) a sea animal – the largest animal on the earth (not a fish).



Word Study

A. en- and re-

1. Find words beginning with ***en-*** which mean the following:
put into or get into

____

2. Find words beginning with ***re-*** which mean the following:
to turn back ***to introduce something again.***

____

B. Choose the correct words from the box and write them in the spaces below.

conservation	forest	rate	tropical
extinction	mean	source	urgent
face	planet	species	visible

1. No one wants to see the ______________________ of any of the earth's animals.
2. Afghanistan built most of its highways at a very fast ________________________ between 2004 and 2009.
3. Most governments are interested in the _____________________ of the environment.
4. The African elephant is one __________________. Another is the Indian elephant.
5. The fourth ______________________________ ____ from the sun is called Mars.
6. Most part of northern Canada and Russia is covered by ____________________.
7. Friba: What was the _____________________ of the newspaper's information about **Akram Osman**? Shabnam: They say the story comes from **Akram Osman** himself.
8. Many animals and plants will ________________________ extinction if we do not look after our environment.
9. What do you _______________________________ to do about the problem?
10. In some houses, the garden is ________________________from the living-room.
11. You cannot put _____________________________ fish into cold northern lake. They need warmer water.
12. This message is ____________________________________ Mr. Smith must receive it immediately.

REVISION

TAG QUESTION

1

Remember these Questions which we ask when we expect the answer to be Yes:

__ ***You knocked at the door, didn't you?***

__***No, I didn't .***

__ ***He broke his wrist, didn't he?***

__ ***Yes, he did.***

This is how we form them:

I You We They He She It	ran fast,	didn't	I? you? we? they? he? she? it?

HAD BEEN DONE

2

Remember the past perfect passive:

By 1987, these birds had all been made extinct.

This is how we form them:

I You We They He She It	had	been	seen.

HAVE BEEN DOING AND HAVE DONE

3

A. Now look at this sentence from the reading passage:
We have been polluting the rivers, seas and land for over 150 years.

B. Do you remember the difference between 'has been doing' and 'has done'?
He has been doing his homework for two hours.
(Here the time is the most important thing.)
He has done five exercises.
(Here the number of things done in that time is the most important thing.)

Revision



Make two sentences for each situation shown below. One sentence should contain *has/ have been +v…ing.* The other sentence should contain *has/have +past participle.*
The first one is done for you.

A. Tamim turned on the TV two hours ago. He is watching the third program now.

1. He has been watching TV for two hours.
2. He has watched three programs.

B. You are learning English. You started nine years ago. You are using your ninth English book.

1. You ______
2. ______

C. This poacher is shooting a deer. He started shooting elephants five years ago. This is his one –hundredth elephant.

1. He ______
2. ______

D. The journey from Kabul to Mazar-e-Sharif is 440 km. Omer started driving one hour ago. He has just arrived in Parwan.

1. He ______________________________

2. ______________________________

E. Layla started the washing-machine an hour ago. There are now ten clean pants in the cupboard.

1. She ______________________________

2. ______________________________

F. Captain Abdullah is the Ariana's airline pilot. He started flying for Afghanistan twenty years ago.

1. He ______________________________

2. ______________________________

Unit Three

TRANSPORTATION

At the end of this unit students will be able to:

- talk/discuss about aviation and its history.
- know the meaning of new words and use them in sentences.
- comprehensively read a topic.
- use the grammatical structure (past continuous tense) in sentences.

UNIT 3 LESSON 1

TRANSPORTATION

Getting from one place to another



DISCUSSION

A. Discuss about aviation and history of transportation with your teacher and answer the following questions.
1. How long did men dream of flying in the air?
2. Where was the first bird shaped flying device made?
3. When did the first commercial flight take place?
4. What was the biggest commercial aircraft until 2005?
5. How old is Ariana Afghan Airline?
6. How many private airlines are there in Afghanistan?

B. Finally, discuss the general questions about traveling around Afghanistan with your classmates. Answer the below questions.
1. What different ways are there to travel around Afghanistan?
2. What are the advantages and disadvantages of air travel?
3. What do you know about your national airline?

For example:
When was the airline started?
How many domestic destinations does it have?
How many planes does it have?

CONVERSATION PRACTICE

1. Practice the conversation of column A:

	A	B	C
Abdullah:	You don't come from Herat, do you, sir?	Here	Jalalabad
Traveler 1:	No, I don't. I'm from Mazar-e-sharif.	Kunduz	Kabul
Abdullah:	And where were you flying to?	Going	Traveling
Traveler 1:	I was flying to Kandahar when I met a friend from Helmand.	Going to Pul-e-khumry I had an accident	Drive home My car broke down
		Waiting for a policeman	Waiting for the bus
Abdullah:	And how about you, sir? Where are you going?	What are you doing?	What are you waiting for?
Traveler 2:	I'm going to Kandahar too.	Waiting for a policeman	Waiting for the bus

2. Make more conversation, but this time use the words and sentences in columns B and C.

GRAMMAR

Tag Questions

1

C. Look at these questions from Unit 2 again:

You come from this area, don't you?

Yes, I do. I'm from Paktika



It costs a lot, doesn't it?

Yes it does. It's very expensive.

Remember: We ask questions like these when we think the answer will be *Yes*.

The word **not** comes near the end of the question:

……………. don't you?
……………. doesn't it?

D. Make some more questions (and answers) like the ones above. Use these sentences.

4. You like banana.
5. He comes from Herat.
6. They speak Pashto.

2

C. Now look at this question:

You don't come from Iran, do you?

No, I don't. I'm from Afghanistan.



It doesn't take long by car, does it?

No, it doesn't.

We ask questions like this when we think the answer will be No.

*The word **not** comes near the beginning of the question.*
*You don**'t** come from Afghanistan, do you?*
*It doesn**'t** take long by car, does it?*

D. Now make some questions and answers for the above pictures.

GRAMMAR

The Past Continuous Tense

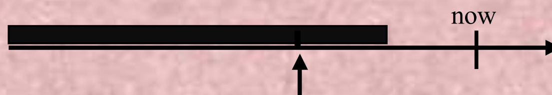
Do you remember this sentence?

*I was **flying** to Herat when I met a friend from Paktika.*

This is the past continuous tense.

We use it to show that something began before the time mentioned and continued after that time. So he was flying (he was in the plane) when he met his friend and he was still flying (he was still in the plane) after he met his friend.

Look at the time line:



Here are some more examples:

At nine o' clock I was ***watching*** television.

They ***were watching*** television when the phone rang.

UNIT 3

LESSON 3

GRAMMAR

Make questions and answers using the given words. The first one is done for you.

1. … live in an apartment ……………..?

   (a) You don't live in an apartment, do you?

   (b) No, we don't.

2. … smoke, ……………?

   (a) He

   (b) No,

3. … work, ………………?

   (a) It

   (b) No,

4. … go to our school, ……………………..?

   (a) They

   (b) No,

5. … taste good, …………………………….?

   (a) It

   (b) No,

6. … like football, …………………………..?

   (a) He

   (b) No,

7. … drink coffee, …………………………..?

   (a) She

   (b) No,

8. … last long, ……………..?

   (c) That program

   (d)

9. … speak German, ……………?

   (c) You

   (d)

Look at these situations and then answer the question.
Your answer must contain ***was*** or ***were*** plus ***v-ing.*** The first one is done for you.

1. You watched a TV program last night. In the middle of it, the phone rang. What were you doing when the phone rang?

   Answer: *I was watching a TV program.*

2. Hamid waited at the bus stop this morning. After five minutes, Ramish joined him.
   What was Hamid doing when Ramish joined him?

3. Frishta began to eat her soup. Then she found an insect in it. She threw the soup away. What was she doing when she found the insect?

4. Akbar was writing a letter. His friend called him.
   What was Akbar doing when his friend called him?

5. Friba opened her notebook and began to do her homework. Then the bulb in her reading lamp broke. What was she doing when the bulb broke?

UNIT 3 LESSON 4

READING

LONG-DISTANCE TRANSPORT

Travelers who want to take a trip to distant cities or countries frequently have to decide whether they would prefer to travel by land, sea or air. There are different means of transportation such as: cars, ships and airplanes. Hardly anyone can enjoy sitting in a train for more than few hours. Train compartments soon get restricted and stuffy.

It is almost impossible to take your mind off the journey. Reading is only partial solution, for the droning rhythm of the wheels clicking on the rails soon lulls you to sleep. During the day, sleep comes in snatches. At night, when you really wish to go to sleep, it will be difficult for you to do so.

Long car journeys have also difficulties; it is very hard for you to read anything. However, traveling at motorway is fairly safe and you can drive at a high speed. But when you use highways and side roads, you are facing a lot of problems, because the greater part of your trip is spent on narrow, bumpy roads which are crowded with traffic.

Traveling by ships is relatively good and it has variety of comforts, you can stretch your legs on the spacious decks, play games, swim, meet interesting people and enjoy good food when the sea is calm and the weather is pleasant. If it is not, and you are likely to get sea-sick, no form of transport or means of travel could be worse than ships. Another problem of sea journey is that it takes a long time to arrive at destination.



Nonetheless, if you take your trip by airplanes, you will enjoy it more than any other means of transportation.

Traveling at a high of 30, 000 feet, far above the clouds and at over 500 miles an hour is an exhilarating experience. You do not have to devise ways of taking your mind off the journey, for an airplane gets you to your destination rapidly. For a few hours, you settle back in a deep armchair to enjoy the flight.

An airplane offers you an unusual and breathtaking view of the world. You soar effortlessly over high mountains and deep valleys. If landscape is hidden from view, you can enjoy the extraordinary sight of unbroken cloud plains that stretch out for miles before you, while the sun shines brilliantly in a clear sky. The journey is so smooth that there is nothing to prevent you from reading or sleeping. You will arrive at your destination fresh and relaxed. You will not have to stand the next few days recovering from a long and difficult journey.

Read the above information again and answer the following questions.

1. Why is sleeping difficult in train?
2. What are the difficulties in long car journeys?
3. What are the facilities and problems of traveling by ships?
4. Which transportation is the most enjoyable? Why?

Word study

transportation(*n*) a vehicle or system of vehicles, such as buses, trains, cars, etc, for getting people or goods from one place to another.

restricted (*adj*) 1.limited or small in size or amount: a restricted space. 2. Limited in what you are able to do.
Her vision is restricted in one eye.

stuffy (*adj*) 1.warm in an unpleasant way and without enough fresh air.
It gets very hot and stuffy in here in summer.
2. very serious, formal, boring or old fashioned.
A stuffy, formal family.

droning (*v*) to make a continuous low noise.
A plane was droning in the distance.

rhythm (*n*) a strong regular repeated pattern of sounds or movements.
The boat rocked up and down in rhythm with the sea.

lull (*v*) to make somebody relaxed and calm.
The vibration of the engine lulled the children to sleep.

snatch (*v*) 1.to take something quickly and of rudely or roughly.
She managed to snatch the gun from his hand.
2. to take somebody/something away from a person or place, especially by force; to steal something.
The baby was snatched from its parent's car.

journey (*n*) 1. An act of travelling from one place to another, especially when they are far apart.
They went on a long train journey across India.
*Did you have a good journey?
2. (v) to travel, especially along distance.
They journeyed for seven long months.

Motorway (n) a wide road, with at least two lanes in each direction, where traffic can travel fast for long distances between large towns.

bumpy (*adj*) 1. With a lot of bumps: a bumpy roads.
2. uncomfortable with a lot of sudden unpleasant movements caused by the road surface, weather conditions, etc.

comport(*v*) to behave in a particular way.
She always comports herself with great dignity.

stretch (*v*) 1. To make something longer, wider or looser, for example by pulling it; to become longer, etc.
Is there any way of stretching shoes?
2. to become bigger or longer when you pull it and return to its original shape when you stop.
The jeans stretch to provide a perfect fit.

stretch your legs:- to go for a short walk after sitting for sometime:
It was good to get out of the car and stretch our legs.

deck (*n*) 1.The top outside floor of a ship or boat.
I was the only person on deck at that time of night.
2. one of the floors of a ship or a bus.
We sat on the top deck of the bus.

sea-sick (*adj*) feeling ill/sick or wanting to vomit when you are travelling on a boat or ship.

destination (*n*) a place to which somebody/something is going or being sent.
Our luggage was checked all the way through to our final destination.

exhilarating (*adj*) very exciting and enjoyable.
My first parachute jump was an exhilarating experience.

armchair (*n*) a comfortable chairs with sides on which you can rest your arms: to sit in an armchair.

soar (*v*) 1. To rise quickly and smoothly up into the air.
The rocket soared (up) into the air.
2. to fly very high in the air or remain high in the air.
The building soared above us.

landscape (*n*) everything you can see when you look across a large area of land, especially in the country.
We can expect changes in the political landscape.

brilliant(*adj*)1. extremely clever or impressive: *what a brilliant idea!* 2. Very successful.
The play was a brilliant success. 3. Very intelligent or skillful.
She has one of the brilliant minds in the country.

Word Study

Choose the correct words from the box and write them in the spaces below.

aircraft	**rest**
enjoyable	**save**
fare	**western**
flight attendant	**an official**

Last week, I travelled to Kabul from Herat in the _________________________ region, I took a taxi to the airport. The taxi __________________________ was 100 Afs. I flew on the one of the biggest and newest ____________________________ planes: Aryana. After we took on, the _________________ brought us a drink of orange juice and something to eat. Then I was able to ______________ for most of the journey. The one-hour flight was very ________________ I had a good time. The car journey took one hour, so I was able to ____________________ 30 minutes. When I arrived, I was met by ___________________________ from the Ministry of Education.

REVISION

Questions That Expect the Answer No

Remember these questions which we ask when we think the answer will be No.

You don't feel like flying, do you? *No, I don't.*
He doesn't feel well, does he? *Yes, he does.*

Here is how we form them: →

I	don't	smoke,	do I?
He She It	doesn't		does he? does she? does it?
You We They	don't		do you? do we? do they?

Remember we do not usually write questions like these.
We only say them.

THE PAST CONTINUOUS TENSE

Here is how we form it: →

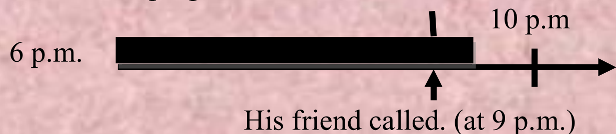
I	was	sleeping
He She It	was	
You We They	were	

Remember we use it to show that something continued through the time mentioned:

He was sleeping at nine o' clock.

He was sleeping when his friend phoned.

He was sleeping



THE BROKEN WINDOW

Read the situation below with your teacher and friends.

THE SITUATION

It is 7:30 in the morning and the school is just starting for the day.

The window in the head teacher's office is broken and a ball has been found inside the office.

The caretaker says that the window was O.K at 2:30 yesterday afternoon but it was broken by 3:00 p.m.



You and your friend were in the school at 5:00 p.m. after school had finished. (The caretaker saw you with a ball in the playground.)

The head teacher thinks you broke the window.

DID YOU BREAK IT?

Together with a friend, work out the answers to the questions below.

Then the class will ask you questions separately to find out if you tell the same stories. If your stories are different, they will know that you are not telling the truth and that you probably broke the window.

QUESTIONS

1. Why were you and your friend in the playground at 2:45 p.m. yesterday?
2. What were you doing with the ball?
3. Where were you going when the caretaker saw you?
4. What were you talking about?
5. What were you wearing?
6. What was your friend wearing?
7. What was the weather like?
8. When did you leave the school?

Unit Four

Ramadan

At the end of this unit students will be able to:

- describe Ramadan to a foreigner.
- talk/discuss about Ramadan month.
- know the new words and use them in sentences.
- read a topic about the Holy Month of Ramadan to improve their reading skill .
- use grammatical structures such as; tag questions in the present and past tenses.

UNIT 4 LESSON 1

RAMADAN

Discussion:

If you had to explain Ramadan to a foreigner, how would you do it? Discuss about it in your class.

A. Answer the following questions after you have discussed about Ramadan in your class:
1. What happens after sunset?
2. What does fasting help Muslims to remember?
3. What is the name of the big celebration at the end of **Ramadan**?

B. Finally, what else do you think a foreigner might want to know about Ramadan?

2011 July August | 1390 Asad | 1432 Sha'abn Ramazan

Saturday	Sunday	Monday	Tuesday	Wednsday	Thursday	Friday
1 23 22	2 24 23	3 25 24	4 26 25	5 27 26	6 28 27	7 29 28
8 30 29	9 31 1	10 Aug 2	11 2 3	12 3 4	13 4 5	14 5 6
15 6 7	16 7 8	17 8 9	18 9 10	19 10 11	20 11 12	21 12 13
22 13 14	23 14 15	24 15 16	25 16 17	26 17 18	27 18 19	28 19 20
29 20 21	30 21 22	31 22 23				

Look at the calendar above and answer the questions.

- Which month does the calendar show?
- When did Ramadan start in 2011?

CONVERSATION PRACTICE

1) Make conversation from discussion of lesson one and practice that with your partner.
2) Practice the conversation of column A with your partner.

	A	B	C
Kabir	Ramadan lasts for a month, doesn't it?	*Their course one year*	*Her holiday six week.*
Hamid	Yes, it does.	*it*	*it*
Kabir	But you didn't fast the whole of Ramadan last year, did you?	*they attend the course in April,*	*she had six weeks last time.*
Hamid	No *I didn't. I was ill.*	*they had a holiday.*	*she had five.*
Kabir	Something special happens at the end of Ramadan, doesn't it?	*the course,*	*the holiday,*
Hamid	Yes, *it does.*		

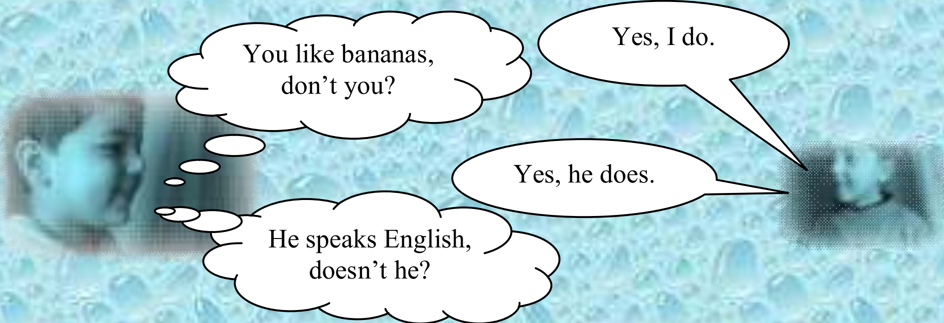
3) Make more conversations like the one in 2 above, but this time use the words in column B and column C.

GRAMMAR

TAG QUESTIONS

QUESTIONS IN THE PRESENT TENSE THAT EXPECT THE ANSWER YES

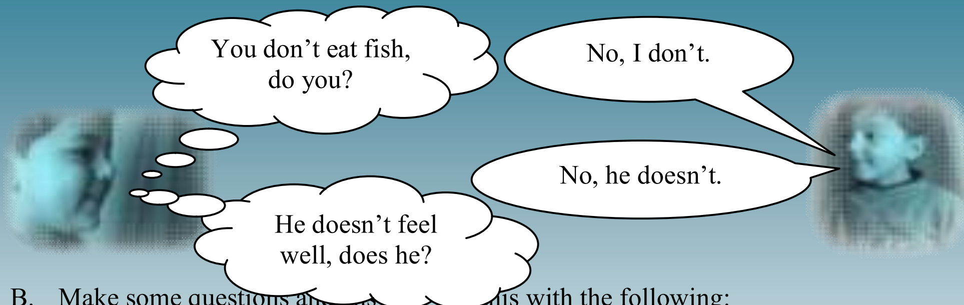
A. Look at these questions and answers again:



B. Make some questions and answers like this with the following:

1. *They attend this school.*
2. *He wants an ice cream.*
3. *You have a bicycle.*

A. Look at this question and answer again:



B. Make some questions and ... this with the following:

1. *They don't eat fish.*
2. *He doesn't come from Subrub.*
3. *You don't have a bicycle.*

GRAMMAR

A. Look at these questions and answers again:

You saw some men, didn't you?

Yes, I did.

Yes, he did.

He knew my grandfather, didn't he?

B. Make some questions and answers like this with the following:

1. *They bought a house.*
2. *He wanted an ice cream.*
3. *You went to Ramadan's Umrah.*

A. Look at these questions and answers again:

You didn't go to Umrah last year, did you?

No, I didn't.

B. Make some questions and answers like this with the following:

1. *They didn't do their homework.*
2. *She didn't come here on Friday.*
3. *You didn't fly to school.*

Grammar

Read the sentences and add tag questions.
Note: These types of questions and answers are usually spoken, not written. The first one is an example.

1. Baryalay plays football every Thursday afternoon.
   Baryalay plays football every Thursday afternoon, doesn't he? __________
2. They didn't go to the United States last year.
   ______________________________ __________
3. Ajmal wrote to his pen-friend last week.
   ______________________________ __________
4. Ali and his brother don't speak English.
   ______________________________ __________
5. You helped your father last night.
   ______________________________ __________
6. You didn't do your homework.
   ______________________________ __________
7. We don't have an English lesson on Thursday.
   ______________________________ __________
8. He lives in Afghanistan.
   ______________________________ __________
9. She didn't make that cake herself.
   ______________________________ __________
10. I passed that test.
   ______________________________ __________

READING

THE HOLY MONTH OF RAMADAN

Islam is based on five tenets. These are called ***The five pillars of Islam.*** The first tenet is that there is no God but ***Allah*** and that Muhammad (peace be upon him) is his Messenger. The second is that a Muslim must pray five times a day at certain times, and the third is the fasting of ***Ramadan.*** The fourth one is that a Muslim must give a percentage of his/her savings to the poor. The last one is that all Muslims who are able should perform Hajj (Pilgrimage) at least once in their life.

Ramadan is the ninth month in the Islamic calendar. All adult Muslims must fast during the daylight hours. They are not allowed to eat or drink between dawn and sunset for the whole month. Fasting strengthens a person by increasing his/her self-control. Fasting also helps a Muslim to remember Allah and his obedience. During Ramadan, the soreness of hunger is shared by everyone. In this way, everyone is equal in front of Allah.

Some people (children for example) are excused from fasting. Some may be too old or too ill. Others are the people, who are on journeys and women who are expecting and in monthly period, or find it difficult to nurse their babies. Otherwise, all those who are able must complete their fast later.

Ramadan customs are very special. Many Muslims prefer to change working hours so that they can focus on the Islamic duties of the Holy Month. At sunset, the Imam announces and people break their fast with dates and water. Then, they go to the mosque for the sunset prayers (Maghrib). Also the exact time of sunset is very important.

There is a special night known as "***LailatulQadr"***. No one knows exactly which night it is, but is definitely one of the last odd ten nights of the month. Around this time, Muslims try to stay awake all night and perform special prayers (nafl and missed prayers).

Immediately after the last day of ***Ramadan***, there is a celebration called ***Eid-Al-Fitr.*** Muslims all over the world celebrate this holiday. During Eid, Muslims wear new clothes. Families enjoy themselves with friends and relatives. They thank Allah for His great blessings in revealing the Holy ***Qur'an*** during the Holy Month of Ramadan.

A. Write a title for each paragraph of the passage.

Paragraph 1: ____________________

Paragraph 2: ____________________

Paragraph 3: ____________________

Paragraph 4: ____________________

Paragraph 5: ____________________

Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out a correct statement if you put F.

	T or F?	Line (s)	
1.			The five tenets of Islam are often called "The five pillars of Islam".
2.			Fasting strengthens a person.
3.			Old and sick people are excused from fasting.
4.			People break their fast at sunrise.
5.			We do not know the exact date of ***LailatulQadr.***

Word study

bit(*n*) **1. a small piece**
The cat loves meat so I gave it a bit of mine.
There was a small hole in the shirt so she put a bit of material over it with some thread.
2.a little.
I feel a bit tired so I'm going to go to bed.
This question is a bit too difficult.
blessing (bless ing)*(n)* a gift from Allah.
Children are a blessing.
2. something that you are happy about
It was a blessing you didn't get wet in the rain.
*Which of the two meanings above is the correct one for the last paragraph of the passage about Ramadan?
cannon (cann on) (*n*) a large, heavy gun.
A cannon goes off as soon as the sun has set.
certain (certain) *(adj)* 1. Known but not identified; some.
Certain nouns have irregular plurals.
2. sure; true
I am certain that he will come.
equal(e qual) (*adj*) the same in size, number or value,
Cut the cake into four equal pieces.
In mathematics, Ismat is better than Ali, but in English the two boys are equal.
go off (**go** off) (*v-irreg; **went-gone***)
1. Dislike something or someone.
I used to like apples, but I went off them when I ate too many and they made me sick.
2. (talking about a gun) shoot.
The child was playing with the gun when it went off by mistake.
3. (talking about an alarm clock) ring.
My alarm clock goes off at 5a.m. every day.
4. (talking about food) become bad. Rot.
You can't eat that meat. It has gone off.
**Which of the four meanings of go off is the correct one for 4th paragraph of the reading passage about Ramadan?*
hunger (hunger) (*n*) not having enough food.
poor people in many parts of the world are dying from hunger.
nurse(*n*) 1. A person who looks after people in hospital who are sick or who have injuries.
While I was in hospital, the nurses looked after me very well.
2. a person who looks after small children.
The family got a nurse to look after their children.
nurse(*v-reg)* 1. Look after sick people.
She nursed him when he was ill.
2. give a baby milk.
She was nursing the baby while she watched TV.
3. Look after with care.
The farmer nurses his crops.
*Which of the five meanings above is the correct one for the 3rd paragraph of the reading passage about Ramadan?
obey(**o bey**) (*v-reg*) do what you are told to.
You should obey your father.
*Obedience (o **be** dience) (n) the act of obeying.*
" You can show your obedience by doing what I tell you", the father said to his son.
reveal(**re veal**) (*v-reg*) (*n)* 1. Make something known
The reporter will not reveal the person who gave him the information.
2. Show
When they cleaned the dirt off the stone, they revealed a piece of gold.
self-control(self-**dont**rol) (*n*) a person's control of himself of the way he feels.
Although he was angry, he showed a lot of self-control and never raised his voice once.
set (v-irreg: set-set) (of the sun) disappear behind the earth.
The sun rises in the east and sets in the west.
share*(v-reg)* 1. Divide something between different people.
They shared their food with Ahmad because he had forgotten to bring his own food.
2. use or take part in something with other people.
Students at a university have their own bedrooms but they usually share a kitchen.
*Which of the two meanings above is correct for the passage on Ramadan?
thread(*n*) a long, thin piece of wool. silk or cotton.

Word Study

cannon	nurse
celebration	reveal
equal	set
fast	sleepy
income	thread

Read the following words around each of the boxes below. Then find one word from the list above that is like those words. Finally, write that word in the box.

Eid Al-Adha
1.
Eid Al-Fitr

button
sew
2.
sewing-machine

big
gun
3.
noisy
shoot

feed
milk
4.
mother

the same
5.
not different

in bed
6.
bored
tired

money
salary
7.
monthly

make clear
8.
show

west
sun
9.
go down

no food
no drink
10.
empty stomach

REVESION

ARTICLES

1

What does the article *a* or *an* mean?

The noun after the article a or an is:

1. Singular, **e. g., a bus** **a porter an article** (so we never write or say a buses a porters)
2. One of several or many, e. g., a porter means one of several porters, and it is not important which one you use.

   We cannot use a or an with nouns like ***water, oil, sugar*** etc, because they do not usually have a plural form.

2

What does the article *the* mean?

The noun after the article the is:

1. Singular or plural, e. g., ***the porter,the bags***
2. Special for some reasons. Here are some examples:
   a. *He got on a bus. He had to stand because* ***the*** *bus was full.*
   b. ***The*** *bus stopped at* ***the*** *terminal.*
   c. *He joined* ***the*** *queue at* ***the*** *check-in counter.*
   d. *You won't be able to board* ***the*** *plane without standing in queue.*
   e. ***The*** *sun rises in* ***the*** *east.*
   f. *This is* ***the*** *last sentence.*

Why are the nouns in these sentences special?

3

Write a, an, the or nothing in the blanks below.

Scrambled Eggs

To make scrambled eggs for one person, you need two eggs and some milk. First, you break ____________ eggs into ___________ pan and beat them with _______ wooden spoon. Then you pour ____________ milk into ________ pan. You can also add ________ salt and __________ pepper if you wish. Next, you put ___________ into pan onto ____________ cooker and heat ________ eggs and milk slowly. You must stir ______ mixture with _________ wooden spoon as it cooks. When _________ scrambled eggs are ready, serve them on _______ warm plate with ________ piece of ________ bread and _________ butter.

UNIT FIVE

EARTH & ITS NEIGHBORS

At the end of this unit students will be able to:

- talk/discuss about Earth and its neighbors.
- learn how to use the simple present tense in (active and passive).
- read a topic about Earth Planet to improve their reading skill.
- know the new words and use them in sentences.

EARTH AND ITS NEIGHBORS

Your teacher will give you information about Earth and its Neighbors, listen to him/her carefully.



1. Answer the following questions as you discussed.
   a. What is the different between the lights of stars and planets?
   b. What is a galaxy?

2. Try to find answers for these questions.
   a. Does the moon reflect light?
   b. What does a satellite do?
   c. Is the sun a star?
   d. Does a star radiate or reflect light?
   e. Why are stars not as bright as the moon?
   f. Are there billions of stars in our galaxy?
   g. How many galaxies are there in the universe?
   h. Can we see the other galaxies?

3. Finally, discuss this question with your teacher:
   Do you think that life exists on other planets?



There are billions of stars in our galaxy.

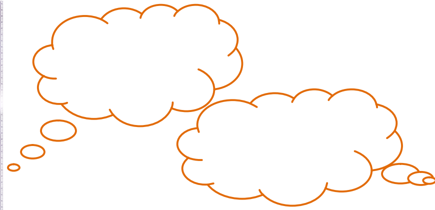
There are millions of galaxies in the universe.

1 billion = 1,000,000,000

1 million = 1,000,000

CONVERSATION PRACTICE

1. **In pairs:** **make conversation from the discussion of lesson one and practice with your partner.**
2. **Listen to your teacher, when he/she reads the conversation of column A below. Then practice saying it.**
   Notice the first words of the question and answer.


	A	B	C
Hamid:	Does a planet *radiate light*?	*our solar System consist of stars?*	*a factory ship hunt elephants?*
Khalid:	No, *it doesn't.*		
Hamid:	Well, do *planets reflect light*?	*our Solar System consists of planets*	*factory ships hunt whales?*
Khalid:	Yes, *they do.*	*it does,*	*they do.*
Hamid:	Are you interested *in stars*?	*the planets?*	*conservation?*
Khalid:	Yes, *I am.*		
Hamid:	*Are they far away?*	*Are they near to us?*	*Is it important?*
Khalid:	Yes, *they are.*	*they are.*	*it is.*
Hamid:	Is *the sun a star*?	*Venus a planet*	*they Oryx endangered*
Khalid:	Yes, *it is.*		

3. Make more conversation like the one above, but this time use the words in the columns B and C.

Conversation

A. Answer these questions. Write short answers where possible.
The first one is an example:

1. Do planets radiate their own light?

   No, they don't.

2. Does the moon reflect light?
3. What does a satellite do?
4. Is the sun a star?
5. Does a star reflect or radiate light?
6. Why are stars not as bright as the moon?
7. Are there billions of stars in our galaxy?
8. How many galaxies are there in the universe?

B. Complete these two sentences.

1. A: *Do planets radiate light?*
   B: No, ______________________.

   A: *Does a planet reflect light?*
   B: ___, ______________________.

2. A: *Are there billions of stars in our galaxy?*
B: *Yes,* ___________________________

A: *Is there only one galaxy in the universe?*
B: ___, ____________________________
There are millions.

GRAMMAR

REVISING THE PRESENT SIMPLE TENSE

1

Remember that we use this tense to describe facts and regular events.

It is used a lot in science.

In science, it is often used in the passive.

The passive is used when the action is important, not the people.

ACTIVE		PASSIVE
Scientists use active tense for facts.	→	*Passive tense is used by scientists.*

2

In questions, negatives and short answers, we use helping verbs.

ACTIVE		PASSIVE
***Do** scientists use this tense for facts? Yes, they **do**.*	→	***Is** this tense used by scientists? **Yes, it is.***

3

Sometimes we ask questions to check the information.

We make these questions by adding helping verbs to the end of our sentence.

ACTIVE		*PASSIVE*
Planets reflect light, don't they? *Yes, they do.* *A planet doesn't radiate light, does it?* *No, it doesn't.*	→	*Light is reflected by planets, isn't it?* *Yes, it is.* *Light isn't radiated by planets, is it?* *No, it isn't.*

A. In the following sentences, the bold words (e.g. a planet) are singular. Rewrite the sentences making the bold words plural (e.g., planets). Change the verb if necessary.

1. A **planet** reflects light.
2. A **star** radiates light.
3. A **satellite** does not orbit a star.
4. There is a **planet** in the Solar System.
5. Does a **planet orbit** a star?

B. Write the following sentences again; Put the verbs into the correct form.

1. I (be) at school.
2. I (be) interested in stars..
3. Our sun (be) a star.
4. Galaxies (be) large groups of stars.
5. We (be) not able to see other galaxies?

C. Make the following sentences negative.

1. A planet is a star.
2. A planet radiates light.
3. Stars reflect light.
4. Venus has a moon.
5. There is a planet between Earth and Mars.



D. Make these sentences passive.

1. Planets reflect light.
2. Satellites orbit planets.
3. Stars do not reflect light.
4. Scientists study the universe.
5. Do stars radiate light?

E. Make these sentences into questions. Write tag questions for these statements, then, answer them.

1. Stars reflect light. (No)
2. Stars radiate light. (Yes)
3. Planets radiate light. (No)
4. There is only one star in the Solar System. (Yes)
5. There are people on Venus. (No)

READING

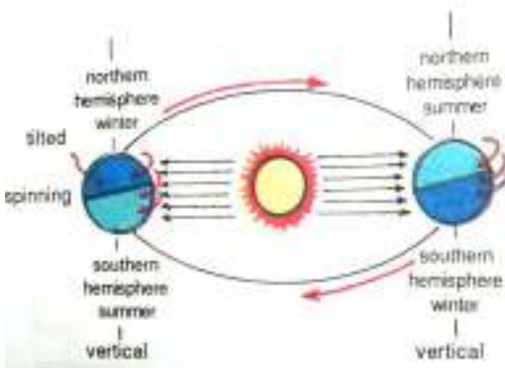
EARTH PLANET

Earth's place in space

The sun has nine planets. The four planets that are the nearest to it, have solid surfaces. Earth is the third of these inner planets. Most of the outer planets are balls of gases. So their surfaces are not solid.

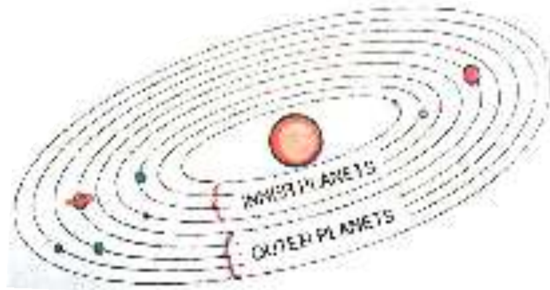
Some Statistics

Earth is about twice as big as Mars. Its diameter is around 12, 700 kilometers. There are approximately 365 days in a year on Earth. That is the time it takes to make a complete orbit of the sun. There are 24 hours in a day. This is the time it takes to spin once around its own axis.



The Atmosphere

Earth has an atmosphere around it. Its gases consist of about 78% nitrogen and 21% oxygen. Some of the other planets have atmosphere. However, their gases are not the same as Earth's. They do not contain water vapor, either.



The Atmosphere

The Earth's axis is not vertical. It is tilted at an angle of about 23.5°. As it goes round the sun, different parts become closer to it. For this reason the Earth has seasons. Summer is in the hemisphere that is nearer to the sun. Winter is in the one that is farther away.

Spring and autumn occur between these times. The average temperature is 12°C.



Compared with the size of the Earth, the atmosphere is as thin as an apple skin.

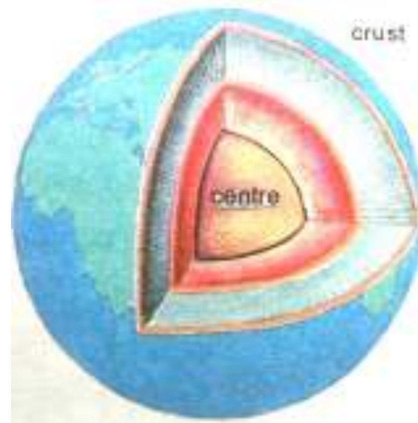
Water

On Earth's surface, water is found in two forms. As solid ice, it is found mostly near the North Pole and South Pole. Elsewhere, it is liquid. We can find fresh water in streams, rivers and most lakes, but the sea water is salty water.



Inside Earth

The Earth's hard surface looks stationary, but it is not. It moves very slowly because the inside of the Earth is very hot. This surface, sometimes called the Earth's crust, lies on rock. But the heat from the centre of the Earth sometimes melts this rock. Thus the crust floats on liquid rock.



Life on Earth

Earth is unique. It is the only known planet that has got life on it. Life cannot exist on any of the other planets in our Solar System. Their atmospheres, temperatures or lack of water make life impossible. This is why we must care for our planet. It is the only place where we can live.

A. Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out a correct statement if you put F in your notebooks.

	T or F?	Line(s)
1. Mars is about half as big as Earth.		
2. The average temperature on Earth is 23°.		
3. Earth is the only planet with an atmosphere.		
4. Earth's crust moves.		
5. Life may exist on other planets.		

UNIT 5

LESSON 5

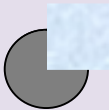
WORD STUDY

complete(com **plete**) (*adj*) full; whole.
He read a complete book in one day.
complete(com **plete**) (*v-reg.*) make full; finish. ***He** could not complete the exercise.*
completely(com **plete**ly) (*adv*) fully; wholly. *I don't understand this completely.*
completion(com **ple**tion) (*n*) the action of completion.
This potter needs only five minutes for the completion of one pot.
*Complete the following three series:

1,5,9, ---------   A, C, E ----------

father, son, mother, ____________________

*What angle would make this circle complete?



exist (**e**sist) (*v-reg.*) be, live.
Millions of years ago, huge creatures existed on Earth.



How can people live when the temperature is minus 100°C?
hard(*adj*) 1. Solid; not easy to break
This ground is hard. I cannot dig here. Builders use hard materials such as concrete and steel to make houses with.
2. not easy to do, learn, etc,; difficult.
This homework is hard.
*Which meaning is in the reading passage?



This homework is hard.
**Which meaning is in the reading passage?*

-ion (*suffix*) forms the noun from many verbs.
*Form nouns from: *act,collect, connect, demonstrate, dictate, inspect, instruct, invent, reflect, translate*
*Find more examples of words with the suffix –ion on this page.
-or (*suffix*) usually shows the person or thing that does the action.
*How many words can you remember that end in –or?
*Can you find an example of a word with the suffix –or on this page?
radiate(**ra**diate) (*v-reg.*) send out light and/or heat.
The sun radiates heat into space.
radiator(**ra**diator) (*n*) something that radiates.
The radiator in a car cools the engine.
radiation(radi**a**tion) (*n*) the action of radiating.



soft(*adj*) opposite of hard (definition 1) *school chairs are hard but armchairs are usually soft and comfortable.*



unique(u **nique**) (*adj*) the only one of its kind.



universe(**u**niverse) (*n*) everything –stars, planetsetc. –that exists anywhere.
Perhaps there is a planet like ours in the universe.
universal(uni**ver**sal) (*adj*) everywhere; including everyone
The human need for water, food, warmth and shelter is universal.

Word Study

Choose the correct words from the box and write them in the spaces below.

Then copy the sentences in your notebooks.

Solar System	lack of	oxygen	outer
cares for	melts	radiator	nitrogen
complete	million	reflects	unique
hemisphere	non moving		

1. If you heat ice, it ______________________.
2. The Earth's ______________ layer has formed a hard rocky crust.
3. The sun is ______________ in the Solar System. It is only star.
4. Friba did not write the last word. Her sentence was not ______________.
5. We can see ourselves in a mirror because it ______________ light.
6. A nurse is a person who ______________ sick patients.
7. My brother eats almost nothing. He ______________ on 1,000 calories a day.
8. People used to tell the time by the ______________ of the sun.
9. There is more ______________ in Earth's atmosphere than any other gases.
10. On Earth, most water is in the southern ______________.
11. There is only one star in the ______________as radiator.
12. Climbers often need extra ______________ on very high mountains.
13. It is easier to hit a______________ object than a moving one.
14. The sun is over 90 ______________ miles away from Earth.

REVESION

1

If the direct questions include auxiliary verbs such as "do, does, and did", omit the auxiliary and add "if" instead.

Do you know….? + Does Mars have an atmosphere?

→ *Do you know if Mars has an atmosphere?*

Here are some more examples:

Who knows…? + Does the sun have nine planets?

→ *Who knows if the sun has nine planets?*

Can you tell me…? + Does the Earth spin around its own axis?

→ *Can you tell me if the Earth spins round its own axis?*

Nobody is sure…? + Does life exist anywhere else?

→ *Nobody is sure if life exists anywhere else?*

2

Make "included questions" from the sentences below.

1. Does life exist on other planets? Do you think?
2. What is the date? Do you know?
3. What is the difference between Solar and Gregorian dates? Can you explain?
4. What does junk food mean? Can you tell me?
5. What are modern houses made of? Tell me.
6. How do CFCs destroy the ozone layer? Do you understand?
7. Where does gold come from? The map helps to explain.
8. Is water still sold by water sellers? Do you know?
9. Are dates grown here? Can you remember?

Unit Six

the wonderful world of the web

At the end of this unit students will be able to:

- talk/discuss about the Internet.
- use present perfect tense.
- Explore the new world on the Internet.
- know the new words and use them in sentences.
- learn more about present perfect tense.

The Wonderful World of The Web

DISCUSSION

Discuss these questions with your classmates:

1. Have you ever used a computer at home, at school or at an Internet café?
2. What would you like to use computer and Internet for? Tick (√) the correct box.

Some possible uses	Yes, definitely	probably not.
a. To learn ICT (Information and Communications Technology) skills.	☐	☐
b. To write your homework or school projects.	☐	☐
c. To play games.	☐	☐
d. To send e-mails.	☐	☐
e. To do research.	☐	☐
f. To download music.	☐	☐
g. To do online shopping.	☐	☐

3. Finally, discuss these general questions about Internet with your partner.
   a. What is internet?
   b. Who was the inventor of internet?
   c. Generally, where can we use internet?







CONVERSATION PRACTICE

1. **Pair work: Make conversation from discussion of lesson one, then practice with your partner.**
2. **Practice the conversation at column A below with your partner.**

	A	B	C	D
Akram	I wanted to *learn the internet.*	*Study Mars*	*build one of the biggest mosques in the country*	*dig one of the longest canals in the country*
Aslam	You've certainly done that, but hasn't it been *difficult*?	*difficult*	*expensive*	*dangerous*
Akram	Yes, it has. Fortunately I got help.			
Aslam	Ah, You've had *your teacher help?*	*scientific*	*enough money*	*expert*
Akram	Yes, I have.			

3. **Make more conversations like the one above, but this time use the words in column B, C and D.**

Revising the Present Perfect Tense

1

has/have done or has/have been doing

Pay close attention to this tense. It connects the past with the present.

For example:

I have seen several useful websites since 2009.

(And I am still seeing them)

2

Forming the Present Perfect Tense

A. has/have + the past participle.

I/You/We/They	**have**	**seen.**
He/She/It	**has**	

B. has/have + been + the present participle

I/You/We/They	**have**	**been seeing.**
He/She/It	**has**	

Grammar

3

Which one should I use: has/have done or has/have been doing?

A. Remember they can have the same meaning. For Example:

He has lived there for ten years. = He has been living there for ten years.

B. But there can be a difference. Look at these two sentences:

He ***has been reading*** *for two hours.*

(Here the time is the most important thing.)

He ***has read*** *one hundred pages.*

(Here the number of things done in the time is the most important thing.)

4

Using the Present Perfect Tense with *since* and *for*

A. Since with the present perfect tense means ***from that time:***

I have seen several useful websites since 2009.

B. ***For*** *with the present perfect tense is used for a* ***period of time:***

I have been seeing several useful websites for one year.

(Why did we use have been seeing here? Can we use have seen?)

Grammar

A. Complete the sentences using verbs like *have done or has done.*
The first one is an example.

1. **He** has eaten **all the cakes. (eat)**
2. **She ________________________________ her mother. (call)**
3. **They ________________________________ their suitcases. (pack)**
4. **He ______________________________ since I last saw him. (grow)**
5. **That factory _________________________ a million cars. (produce)**
6. **It ____________________________________ along way. (come)**

B. Complete the sentences using verbs like has been doing or have been doing. ***The first one is an example.***

1. **He** has been eating **since he arrived. (eat)**
2. **They _______________________ that mosque for two years. (build)**
3. **She ______________________________ English since 1995. (teach)**
4. **We __________________________________ to the radio. (listen)**
5. **I ____________________________________. (sleep)**
6. **The phone ___________________________ for three minutes. (ring)**

Grammar

C. Ask and answer one question about each of the following situations. Use verbs like *has/have done* or *has/have been doing* as necessary. The instructions tell if you should use *since* or *for in your answer.* The first one is an example.

1. **Mrs. Nasreen Ahmad came to the office at 8 o'clock. It is 12 o'clock now. She is working.**

   Q. How long has he been working?

   A. (for) He has been working for four hours.

2. **Hamid arrived in the U.S.A six months ago. He is studying English.**

   Q. How long ______________________________?

   A. (for) ______________________________.

3. **Mr. Khalid reads the Kabul times. He first read it in 1990.**

   Q. How long ______________________________?

   A. (since) ______________________________.

4. **Wahida and Sabera went to the airport at six o'clock. It is 8 o'clock now. They are waiting for their flight.**

   Q. How long ______________________________?

   A. (since) ______________________________.

5. **We are driving our car. We got into the car at nine o'clock and it is twelve now.**

   Q. How long ______________________________?

   A. (for) ______________________________.

6. **Hekmat arrived at the gymnasium twenty minutes ago. He started doing some exercises and he is still doing exercises.**

   Q. How long ______________________________?

   A. (for) ______________________________.

Reading

Explore new worlds on the Internet

Good! You have managed to log on to your Internet Service Provider (ISP), and you have activated the Internet software on your new PC. You have also succeeded in sending e-mails and attachments to all your friends. What next? What else would you like to do with this amazing communications technology?

Through your ISP you now have access to a huge store of information which includes text, graphics, sound and video. This is the Worldwide Web (www), and the information is stored on many millions of websites. Whatever you're interested in, there are sites to discover, and information to download and print out.

Why not start using the Web to learn more about subjects you study at school? There are many different sites to choose from. For example, you'll enjoy visiting www.natioanlgeographic.com for information on anything and everything from African rain forests to Antarctic ice sheets. If you're interested in technology, you'll also love exploring www.howstuffworks.com, with its excellent diagrams and easy-to-understand explanations of everything from satellite dishes to CD players.

The Internet is great when you're planning a trip. You can download and print out travel information, including maps and photos of your destination and vaccinations that you might need. You can then compare flights and prices to find the best deal. Finally, when you're happy with everything, you can pay for it online.

If you want up-to-the-minute sports news, you'll find it on the Internet. Newspaper and TV network websites offer reports about sports events, along with all the latest results. You'll also be amazed at the number of other sports sites. For start, try looking up your favorite team's website.

When you start to use the net; time passes very quickly, so there's something you should remember to do before you begin. Check with whoever pays the bills in your family. Make sure that wrong and impolite sites are not good; you should visit useful websites for getting more useful information and also for your knowledge capacity building.

Info Box

Some useful websites:*www.bbc.co.uk*

www.olympics.comwww.discovery.com

http://encarta.msn.com

Reading

Complete the notes on the text.

1. Types of information from websites that the text mentions:

   1. *geographical* ____________
   2. ____________
   3. ____________
   4. ____________

2. Forms of material available from the Internet:

   1. text ____________
   2. ____________
   3. ____________
   4. ____________

3. What these words and phrases mean:

   1. Fourth paragraph: the best deal
   2. Fifth paragraph: up-to-the-minutes sports news
   3. Sixth paragraph: pays the bills

4. What does "Time passes very quickly." mean?

Word Study

access(*n*)coming toward or near to; approach; the right to come into;
Through your Internet Service Provider (ISP) you now have access to a huge store of information.
activate (*v*) to make active; cause to engage in activity
You have activated the Internet software on your new PC.
amazing(*adj*) wonderful;
You'll also be amazed at the number of other sports sites.
attach (v) to make (a person or thing) part of;
He sent an email to his brother and also he attached those pictures which his brother needed.
communication (*n*) giving and receiving of information; the information message; a system for sending and receiving messages as by telephone, mail, telegraph, radio etc
What else would you like to do with this amazing communications technology?
destination (*n*) settlement; appointment; the end for which something or someone is destined; the place toward which someone or something is going or sent
You can download and print out travel information, including maps and photos of your destination that you might need.
diagram (*n*) a geometrical figure, often used to illustrate a theorem sketch, drawing, or plan that explains a thing by outlining its parts, workings, etc
discover (v) to be the first to find out, see, or know about; to find out; learn of the existence of
Whatever you're interested in,, there are sites to discover, and information to download and print out.
download (v) to copy something (information, picture, video, etc) from internet
He has downloaded thousands of pictures of people from Google site.
explore (v) to search out, investigate; to look into closely; examine carefully;
If you're interested in technology, you'll also love exploring www.howstuffworks.com with its excellent diagrams.
graphic (adj) describing or described in realistic and vivid detail; vivid; lifelike;
huge(adj) very large
Though your ISP you now have access to a huge store of information which includes text, graphics, sound and video.
manage (v) to administrate; to control; to lead
He is going to manage our next English course directly.
online (adv) time of the using internet directly
There are a lot of useful information in Internet, those you can get them online.
result (v) outcome
He was satisfied with his exam result.
succeed (v) to come next after another; follow; to follow another into office, possession, etc; to have success; accomplish something planned or at tempted;
He has also succeeded in sending e-mails and attachments to all his friends.
vaccination (n) the act or practice of vaccinating; the scar of the skin where the vaccine has been applied
wonderful (adj) that causes wonder; marvelous; very good; excellent; fine; generalized term of approval
In this unit, you are going to learn the wonderful world of the web, so you'll enjoy.
worldwide (adj) whole the word
This is the Worldwide Web (www), and the information is stored on many millions of websites.

Word Study

A. Read the words in the box below and label the pictures.

a. cable **b.** CD Room **c.** CPU (central processing unit)
d. camera **e.**CD box **f.** keyboard **g.** socket
h. scanner **i.** monitor **j.** mouse **k.** printer
l. screen



B. Read and complete the paragraph with words from the box.

Attachment, download, e-mail, ISP
log on, online, PC, print out
surf the net, websites

When you turn on your (1) _________ , you may just decide to work offline on your own files, or you may decide to go (2) ________ and access the Internet. If so, you (3) ___________ to your (4) ___________, and then you have to make further choices. You may just want to send some (5) ___________ to your friends – perhaps with photo (6) ____________. On the other hand, you may want to (7) ___________ in order to find (8) ____________ such as www.natioanlgeographic.com to help you with your school work. When you find the information you want, you can (9) _________ it to your machine and then (10) ____________ the material you need with your printer.

C. Complete the sentences with pairs of words from the box.

download/upload log on/
log off online/offline

1. You can first write a letter or other document ____________, and then go _________ to send it by e-mail.
2. You ______________ to your ISP when you go on the Internet, and at the end, you ______________ again.
3. Your computer _______________ e-mail attachments to your machine at the same speed that it _______________ attachments from your computer to send to others.

Word Study

Choose the correct words

1. I wanted to buy a new car but I didn't have enough money. So I had to get ______________ from the bank.
2. Mrs. Lodin bought ____________ new towels for the bathroo
3. 3There is ______________ near Logar which is full of cooper
4. They paid ______________ to dig a new water well.
5. I am often _______________ of books from the library.

a. a mine
b. a borrower
c. a dozen
d. a loan
e. a laborer

6. The bridge between Afghanistan and Uzbekistan has ___________ people to drive between the two countries.
7. The Afghan government has _________ a large dam near Suroobi.
8. He borrowed money from the bank last year but he has _________ it already. The bank has got it all back.
9. Khalil's uncle has ___________ him the money to build a new house.
10. The irrigation project has ___________ water from the wells to the fields two kilometers away.

a. lent
b. piped
c. enabled
d. constructed
e. repaid

Revision

THE Present Perfect TENSE

1

A. Remember the present perfect tense:

has/have done ***has/have been doing***

We have changed thousands of poppy plantations into wheat plantations.

or

We have been changing thousands of poppy plantations into wheat plantations.

B. Remember how to ask questions, too.

Make questions from the table below:

How long	have	I you we they	been	waiting? playing? flying? driving? paying? swimming? learning? sleeping?
	has	he she it		

How much	have	I we you they	seen? read? eaten? found? given? repaid? understood? written?
	has	he she it	

2

Remember that we can use this passive form:

has/have been done

when we do not know who did something or when it is not important who did it.

Make sentences from this table:

I You We They	have	been	repaid. chosen. found. forgotten. hurt. seen. understood. woken.
He She It	has		

CONJUNCTIONS or CONNECTORS

3

A. Do you remember the conjunctions or connectors *and / but / or* from earlier in the course?

We can use them to join two sentences into one:

And joins two sentences which say similar things.

But joins two sentences which say different or opposite things.

Or joins two sentences where there is a choice – another possibility.

B. We can sometimes make sentences with and, *but* *or* or shorter.

Tiny drops of fresh water mix with the air. They sometimes become clouds.

First, we can join these two sentences with and:

Tiny drops of fresh water mix with the air and they sometimes become clouds.

Now, we can make this sentence shorter:

Tiny drops of fresh water mix with the air and sometimes become clouds.

4

Join the following sentences using ***and*** *or* ***but*** *or* ***or***. *Make the sentences shorter, if it is possible.*

1. *Frishta was happy, Maryam was sad.*
2. *He saw the headmaster. He did not see his secretary.*
3. *You can drink tea with sugar. You can drink tea without sugar.*
4. *He is going to fly to the U.S.A. He is going to visit Canada when he is there.*
5. *Have you been playing football? Have you been playing basket ball?*
6. *Abdullah did his homework. Akbar played football.*
7. *Barialai can speak English. His father cannot.*

UNIT SEVEN

English Literature

At the end of this unit students will be able to:

- talk/discuss about the biography of English authors.
- use past tense in oral and written sentences.
- read the summary of the novel Great Expectations.
- know the new words and use them in sentences.
- use Past Perfect Tense in oral and written sentences.

UNIT 7 LESSON 1

English Literature


William Shakespeare


Charles Dickens

Listening:
Your teacher will give you information about English authors; listen to him/her carefully.



DISCUSSION:

Try to answer the following questions:

- **a.** *Name some of Shakespeare's popular books.*
- **b.** *Is a novel fiction or biography?*
- **c.** *Is fiction made up or is it real?*

Now discuss these general questions about literature with your teacher:

- *a. What does literature mean?*
- *b. Do you know any stories from English literature? Can you tell the class about one?*
- *c. Do you know the names of any other English authors?*




A Play on the Stage



CONVERSATION PRACTICE

1. **Make conversation from discussion of lesson one with your partner, and practice it in front of the class.**
2. **Practice the conversation in column A.**

	A	B
Abdullah:	**What did *Shakespeare* do?**	***Dickens***
Akbar:	**He wrote *plays.***	***novels***
Abdullah:	**Did he write *novels?***	***plays***
Akbar:	**No, he didn't. He didn't write *short stories,* either.**	***biographies***

	A	B
Abdullah:	**Was *Shakespeare* American?**	***Dickens***
Akbar:	**No, he wasn't. He was *English.***	***English***
Abdullah:	**Were his books *biographies?***	***plays***
Akbar:	**No, they weren't. They were *plays.***	***novels***

3. **Make more conversations, but this time use the words in columns B.**

GRAMMAR

Revising The Past Tense

Do you remember these lines?





The one on the left shows the past. The one on the right shows the present perfect.

What is the difference?

We use the present perfect when …

1. Something had happened but we do not know exactly when, and
2. Something had happened and it affects the present time:

Everyone has heard of *William Shakespeare.*

(Do we know when they heard?)

(Do they know about him now?)

We use the past simple when we can give a time or date in the past:

Shakespeare lived about four hundred years ago.

(Do we know when he lived?)

(Is he alive now?)

Remember that verbs can be

	regular	e.g.	look__________	looked_________	looked.
Or	irregular	e.g.	write_______	wrote_________	written.

GRAMMAR

The past tense can be used in both active and in the passive:

ACTIVE	*PASSIVE*
Dickens wrote novels.	Novels were written by Dickens.
Did Dickens write that play?	Was that play written by Dickens?
Dickens wrote those novels, didn't he?	Those novels were written by Dickens, weren't they?

Dickens didn't write that play, did he? That play wasn't written by Dickens, was it?

The verb **be** does not have any helping verbs in the past:

Shakespeare ***was*** a poet. Dickens ***was not*** a poet.

Were Shakespeare and Dickens writers? Yes, they ***were***.

In if clauses, the past tense does not show past time.

It shows that the idea is unlikely, imagined or impossible.

If *Shakespeare* ***lived*** *today, he would use different English.*

If *Shakespeare were alive today, he would use different English.*

If *I were you, I would read as many books as possible.*

Grammar

A. Make questions about these sentences. Do not forget the question mark.

1. Dickens wrote **Great Expectations**. (When)
2. Abdullah asked Omer about the library. (Why)
3. The stories were rewritten. (How)
4. The interview with Shabnam took place somewhere. (Where)
5. They got help from some countries. (Which countries)
6. Shakespeare wrote a play called ***The Merchant of Venice.*** (When)

B. Make these sentences passive.

1. Shakespeare wrote that play.
2. Dickens wrote that novel.
3. The author made up that story.
4. Did Shakespeare write those plays?
5. When did someone write The Merchant of Venice?
6. Shakespeare wrote those poems, didn't he?

C. Write the correct form of the verb in brackets:

1. If Earth (not have) an atmosphere, there would not be any life on it.
2. If Earth's surface (be) not solid, we would not be able to live.
3. If Earth's axis (be) vertical, we would not have any seasons.
4. Habib would see the new books if he (go) to the library.
5. If I (be) you, I would read as much as possible.
6. Dickens books would be different if he (be) alive today.

Reading

GREAT EXPECTATIONS

by Charles Dickens

Introduction:

The novel Great Expectation was written by Charles Dickens, a famous English author. The story took place in England in the nineteenth century. The main character is called Pip. We read about his life from childhood to manhood.

Pip's Childhood

The story begins when Pip was a lonely orphan. He was brought up by his sister. She was very strict and hard with him. His best friend was Joe, his sister's husband. He was kind and warm-hearted. He loved Pip as if he were his own son.

One day, Pip gave something to eat and drink to a prisoner who had escaped from prison. The man was recaptured by soldiers and taken away. But he never forgot Pip's kindness.

Later, Pip was told that he would be given a lot of money. This was so that he could receive a good education in London and become a better person.



Pip had no parents. He was an orphan.



His sister was strict.



Joe was kind and warm-hearted



The prisoner had escaped from prison.


The Convict's Trial

In London

In London, Pip studied hard. He received money regularly, but he did not know where or who it came from. He lived in a flat with a young man who had little money but who worked for an insurance agent. They became friends. After some years, Pip was visited by the prisoner whom he had helped as a child. The man has been sent with other convicts to Australia and had become a very wealthy farmer there. In fact, he was the one that Pip's allowance came from. He wanted Pip to have the advantages of education and money although he was not a gentleman himself. Actually, he was still wanted by the police in England.

The End

Pip and his friend decided that London was too dangerous for the wanted man. They thought that Pip should take him abroad. As they attempted to board a ship, he was caught by the police. At his trial in court, he was sentenced to death by judge. Before he could be hanged, he had died in prison. By law, all his money belonged to the government. So Pip had to find a job to support himself. He become a clerk in his friend's office. Years later, he became part owner of the insurance firm. So, he had a successful career as a result of his own efforts and not because of the fortune that he had been promised.

A. **Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.**

	T - F	Line(s)	
1.			The story takes place in England in the eighteen hundred.
2.			Pip was a man at the beginning of the story.
3.			Pip was Joe's son.
4.			A convict paid for Pip's education.
5.			The convict was hanged.
6.			Pip did not get the promised money after the convict's death.

WORD STUDY

actor(**act** or) (*n*) a person who acts in a play.
as if (as if) (conj) 1. As it would be if …
He looked as if he were ill.
2. as a person would do if …
The man spoke as if he knew me.
bring up (**bring up**) (*v-irreg:* brought up.) take care of a child in the family until he or she becomes an adult.
Orphans are often brought up in special homes.
career(career) (*n*) a person's working life.
He had a successful career as a teacher.
character(**char**acter) (*n*) 1. What makes one person different from another.
To be the leader of a country, a person must have a strong character.
2. a person in a book, a play or a story.
This play has seven characters in it.
gentleman(**gent tleman**) (*n*) 1. A man who acts well towards others.
He is always polite. He is a real gentleman.
2. (in the nineteenth century) some who had enough money so that he did not need work.
gentlemen (plural) 1. Used by speakers when they begin to speak to a group of **men.**
Gentlemen, *I would like to talk to you today about ………………………..*
2. On a sign on a door in a public place, **gentlemen** mean a toilet for men. A toiler for women has the word ladies on the door.
insurance(in **sur**rance) (a) an agreement to pay money in case of illness, death or accident.
In many countries, you must have car insurance before you can drive on the road.
kind(adj) helpful; interested in the happiness of others. You should be kind to animals. A kind gentleman helped me when my car stopped.
kindness (kind ness) (n) The noun is formed by adding –ness to the adjective. If an adjective ends in –y, the y changes to i:
Happy – happiness
Lazy – laziness
*Can you think of other examples like this?
lonely (lonely) (adj) unhappy when alone or without friends.
The little boy was lonely. He had nobody to play with.
*Read the note under **kindness** above and make a noun from lonely.
part owner (part owner) (n) a person who shares the ownership of something.
I am part owner of a boat. I use it one weekend and my partner uses it the next.
play (n) 1. An activity for enjoyment only.
The children are at play while their father is at work.
2. a piece of writing for the theatre.
There is a new play on TV tonight.
poem(**poe**m) (*n*) a piece of writing that often has lines and repeated sounds. It may describe what people think, feel or experience.
poet(**po** et) (*n*) a person who writes poems.
poetry(**po**etry) (*n*) peoms in general.
*Read this short poem. Are the sounds regular? What sounds are repeated?

Twinkle, twinkle, little star.
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky

stage (*n*) the part of a theater on which actors stand when they are acting in a play.
theater(*n*) the building in which plays are performed.
whom (*pronoun*) the object form of *who.*
The gentleman whom we discussed has written to us.



Write the correct words from the box in the spaces below. Then copy the sentences in your notebooks.

lonely	**allowance**	**kind**	**literature**	**firm**
childhood	**brought up**	**novel**	**wanted**	**fictional**
made up	**author**	**strict**	**insurance**	**part**
builder	**sentenced**	**fiction**	**attempted**	**flat**

1. The ________________ of this book has written many other stories.
2. Because he stole some jewelry, he was ______________ to a year in prison.
3. That boy's father is very _____________. He makes him study every night.
4. People who travel often take a ________________ with them to read on the journey.
5. My father used to give me two hundreds Afghanis as a week's ____________________.
6. The convict was caught as he _______________ to escape out of the window.
7. I will make a ____________ of payment now and pay the rest of the money later.
8. On holiday, some families stay in hotel. Others rent a ________________.
9. You must pay the cost of an accident yourself if you have no ________________.
10. The story in that book is not true. It is ___________________.
11. Without friends or family, a person can sometimes feel __________________.
12. Sometimes it is difficult to tell whether a story is fact or __________________.
13. He is very wealthy. He made his _____________ in the fast food business.
14. It was very ____________ of you to look after our cat while we were on holiday.
15. Some of my friends were ____________ in towns, others in the country.
16. We know a lot about him as a man but little about his ______________.
17. The man is ____________ by the police. They think he did something wrong.
18. The characters in that book are not real. They are ___________________.
19. These houses were built by a good ____________.
20. You cannot become a scientist if you only study _____________ at school.

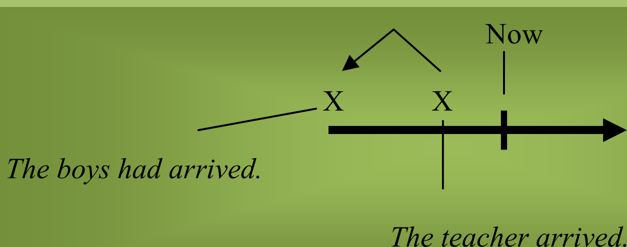
UNIT 7 LESSON 6

REVISION

The Past Perfect Tense

Our teacher arrived a moment ago.
The boys had arrived before their teacher.

We can think of it like this:



Now read these questions and short replies.
They refer to a time before the conversation.

Question: **Had** Jamal **been** in the school library recently?

Short reply: No, he **hadn't.**

Question: What **had happened** there?

Short reply: Some boys **had arrived.**

Remember the active and passive forms:

ACTIVE	PASSIVE
*After they **had sent** the man to Australia, he became very rich.*	*After the man **had been sent** to Australia, he became very rich.*
*Pip **had helped** the man, hadn't he?*	*The man **had been helped** by Pip, hadn't he?*

The past perfect tense is often found in reported speech.
Here are some examples:

DIRECT SPEECH	REPORTED SPEECH
“The stories have been rewritten in easy English”	He said that the stories **had been rewritten** in easy English.
“Have you been in the school library recently?”	He asked Akbar if **he had been** in the school library recently.
Shakespeare wrote poems and plays.”	He said that Shakespeare **had written** poems and plays.
“Did Dickens write plays, too?”	He asked if Dickens **had written** plays, too.

Report what Akbar and Omer said?

Akbar: “Have the stories been written in easy English?”

Omer: “I have not been in the school library recently.”

Akbar: “Shakespeare lived in the sixteenth century”

Omer: “Did Shakespeare write novels?”

Akbar: Dickens did not write plays.”

REVISION

A. Write the correct form of the verb in brackets. The first one is an example.

1. After Pip ____________ by his sister, he went to London. (bring up)
   After Pip had been brought up by his sister, he went to London.
2. After Pip ____________ some food to the prisoner, he was recaptured. (give)
3. After the man _____________ to Australia, he became wealthy. (go)
4. Before he died, he _____________ to death. (sentence)
5. Pip had to find a job because the government _____________ all the man's money. (take)
6. Pip did not expect to work because he _______________ a large fortune. (promise)

B. Report the following with *said or asked.* The first one is an example.

1. The convict said, "I did not have a good education myself".
   The convict said (that) he had not had a good education himself.
2. He asked, "Have the stories been rewritten in easy English?"
3. She said, "I have not been in the school library recently".
4. He said, "Shakespeare lived in the sixteenth century".
5. They asked, "Did Shakespeare write novels?"

UNIT EIGHT

universities in Afghanistan

At the end of this unit students will be able to:

- talk/discuss about the future career of themselves
- learn transitive and intransitive verbs and the using of commas with who, which and that.
- read paragraphs about Universities in Afghanistan.
- know the new words and use them in sentences.
- use some grammatical points such as: using of commas with (who, which and that) in sentences.

UNIT 8 LESSON 1

Universities in Afghanistan

As it seems, you are in the last year of secondary school, now discuss with your partner about yourself and your partner's future career.

What are you going to do when you finish school?

A. Try to answer the following questions about your partner as you discussed with him/her.

1. What is your partner's name?
2. What is he/she about to do?
3. What are your partner's favorite subjects?

B. Look at these new words and at the words in the box. Choose the words from the box which you think best explain the new words:

1. career
2. to tell the truth
3. about to
4. keep on
5. keen on
6. grades
7. consider

a. Interested in
b. Soon
c. Continue
d. In fact
e. Marks
f. Think about
g. job



C. Finally, discuss these general questions about universities in Afghanistan with your teacher and your classmates:

1. Do you know the names of universities in Afghanistan?
2. Do you need English for all universities in Afghanistan?
3. Would you rather get a job or go to university when you finish school? Why?



CONVERSATION PRACTICE

1. Practice the conversation in column A with your partner.

	A	B	C
Abdullah:	I'm about to *finish school*. But to tell you the truth, I'm not very happy.	*have a holiday*	*have lunch*
Teacher:	What a pity! *What* are you going to *do*?	*What…do?*	*What …eat?*
Abdullah:	I don't really know. I could *go into the family business* but I'd rather keep on *studying*.	*fly to England* *working*	*have western food* *eating Afghan food*
Teacher:	Have you thought about *going to university*?	*driving to Mazar e Sharif*	*eating at a restaurant*
Abdullah:	No. Not really. I don't know enough about it.		
Teacher:	Well, you should consider *getting a Bachelor of Arts or a Bachelor of Science.*	*visiting Rawza e Sharif*	*going to that new Chinese restaurant*

2. Make more conversations but this time use the words in columns B and C.

GRAMMAR

TRANSITIVE & INTERANSITIVE VERBS

Look at the **verbs** in these two sentences and look at what follows the verbs:

A. He **raises** his hand.	**B.** The sun **rises**.

In **A,** there is an object (*his hand*) after the verb.

A verb which can be followed by an object is called a **transitive verb.**

raise is a transitive verb.

In **B,** there is no object after the verb.

A verb which cannot be followed by an object is called an **intransitive verb.**

rise is an intransitive verb.

This is a very important difference between verbs in English because **intransitive verbs cannot be used in the passive.**

You ***can*** say this His hand is raised

But

You ***cannot*** say this: The sun is risen.

* Dictionaries show if a verb is transitive or intransitive, e.g.

(*vt*) transitive

(*vi*) intransitive

GRAMMAR

Using Commas with WHO, WHICH and THAT

1

Look at this sentence:

I'll tell you about the universities which you can go to.

In this sentence: The clause **which you can go to** describes the universities. If you take out the clause **which you can go to,** the sentence does not have a complete meaning.

X *I'll tell you about the universities .*x

2

Now look at this sentence:

A *pupil,* **who is in his last year at school**, is discussing her career with…

In this sentence, the clause **who is in his last year at school** describes the pupil. If you take out the clause **who is in his last year at school**, the sentence still has a complete meaning.

x *A pupil is discussing his career with his teacher.* x

*There are commas before and after the clause.

Grammar

A. Look at the verbs in this box. Notice that some are transitive (*vt*) and some are intransitive (*vi*):

grow (*vt*)	bring up (*vt*)	go (*vi*)	see (*vt*)	come (*vi*)
construct (*vt*)	boil (*vi*) (*vt*)	eat (*vt*)	keep on (*vi*)	pause (*vi*)

Now look at the sentences below. Make them passive if you can. If you cannot make them passive, write them out again as they are. Remember that intransitive verbs (vi) cannot be used in the passive.

1. A camel ate the grass.
2. Ajaml paused.
3. They grow oranges in Jalalabad and Laghman Provinces.
4. The teacher kept on talking.
5. All the people in the village came to meet the visitor.
6. They go to school at 07:00 every morning.
7. They saw the sun rising on the horizon.
8. Water boils at 100^0 centigrade.
9. They brought up their children abroad.
10. They constructed a bridge over the river.

GRAMMAR

B. Look at the sentences in the exercise below. Decide if you can take the which clause out and still have a sentence with a complete meaning. If you can take the which clause out, write the sentence again twice. Once without which clause and once with commas around the which clause. If you cannot take the which clause out, just copy the same sentence.

1. Haroon's brother who lives in Herat visited us last week.
2. People who drive badly cause accidents.
3. Tariq who met me at the airport is older/younger than I am.
4. There is no animal which has three legs.
5. Frishta who has been working all day wants to stop.
6. All apples that fall to the ground are dirty.
7. Her house which she bought last year was very expensive.

READING

UNIVERSITIES IN AFGHANISTAN

UNIVERSITIES IN AFGHANISTAN

What are you going to do when you finish school?
Perhaps you would like to get a university degree. Afghanistan has more than twelve public universities and some private ones. Which one do you like to attend? Let's look closely at some of them.

KABUL UNIVERSITY (KU)

Kabul University was established in 1931 during the reign of Mohammad Zahir Shah. One year later, Mohammad Hashim Khan the prime Minister of that time and one of the most respected intellectuals of the country inaugurated the university and opened its door to students from all over the country. Having benefited from partnerships with the governments of France, Germany, Russia and the United States, the university became one of the finest institutions of its kind in Asia, the intellectual heart of the country.



Kabul University is the oldest university in Afghanistan with over 35, 000 students, both male and female, and it is also the largest university in our country.

Kabul University offers more than 20 degrees, which has the following faculties:

- The faculty of Law and political science has two departments: Law and Management (Political Science).
- The faculty of science has five departments: Computer Science, Biology, Chemistry, Mathematics and Physics.
- The Faculty of Engineering has four departments: Architecture, Civil, Mechanical, and Electrical Engineering. An estimated 600 students are taking classes there.
- The Faculty of Pharmacy has five departments: Pharmacognosy, Pharmacology, Pharmaceutical Chemistry, Pharmaceutics and Biochemistry and Food Analysis. It has seven functioning laboratories and recently the new curriculum of this faculty has been approved and is being implemented. An estimated 400 students are taking classes there.
- The Faculty of Agriculture and animal husbandry has six departments: Agricultural Economics, Agronomy, Animal Science, Forestry and Natural Resources, Horticulture, and Plant Protection.
- The Faculty of Veterinary Science has five departments: Para clinic, Preclinical, Clinic, Animal Husbandry, and Food Hygiene.
- The Faculty of Journalism of Kabul University has two departments: Radio & Television and Printing Press.

POLYTECHNIC UNIVERSITY OF KABUL (PUK)

Polytechnic University of Kabul is the second largest university of the country where more than 15, 000 students, both male and female are studying.

The Polytechnic University of Kabul (PUK) was established on an area of 60 hectares in December 1963. The university has three faculties with 19 sub-departments, including 11 professional and 8 general subject departments.

The PUK is the basic center of the training of professional engineering cadres in Afghanistan. It has trained more than 4,500 specialists obtaining Bachelors of Science and Masters of Science. The leaders of the most productive organizations in the country have graduated from this university.

One third of the academic staff at the PUK are PhDs, while two thirds hold the degrees of Master of Science (CMsc). Among them, 55% are rendering their services as full-time professors, whereas 45% are working as associate professors.



KABUL EDUCATION UNIVERSITY (KEU)



Kabul Education University (KEU) is the newest university in the country, located in Kabul, the capital of Afghanistan. First, it was established as Kabul Institute of Pedagogy and then in 2003, it was promoted to the level of university and entitled to be called as Kabul Education University. Until 1994 the institute was one of the main teachers' training institutions under the supervision of the Ministry of Education. Now it has 6 faculties, where more than four thousand students both male and female are studying. There are 164 professors who are working very hard to graduate as many scholars as they can.

KABUL MEDICAL UNIVERSITY (KMU)



Kabul Medical University (formerly as Kabul Medical Faculty) is located in Kabul Afghanistan on the campus of Kabul University. The medical institution was initially maintained by collaboration with the Turkish and French sponsors. KMU developed into a single self-autonomous University in 2005. It currently graduates professionals in the fields of Curative Medicine, Pediatric, Stomatology and Nursing. All subjects are taught in national languages but most medical terms are either in Arabic, Greek, English or French.

Currently, more than 17 medical institutions are known to exist in Afghanistan but the KMU and Nangarhar Medical institutions are the leading medical institutions in the country.

Read the following statements about the passages. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.

T - F Line(s)

1. PUK and Kabul Medical University both teach medicine.
2. Kabul University accepts male and female students.
3. Kabul University has around 1602 both male and female students.
4. Kabul Medical University currently graduates professionals in the fields of curative medicine, pediatric and engineering.
5. Kabul University offers less than 20 degrees.
6. Polytechnic University has four faculties with 19 sub-departments, including 8 professional and 6 general subject departments.
7. Kabul Education University is the oldest university in Afghanistan. First, it was established as Kabul teacher training Institute and then in 2003 it became Kabul Medical University.
8. The Polytechnic University of Kabul (PUK) was established on an area of 60 hectares in December 1963.
9. Kabul University was established in 1931. One year later, its door was opened to students, across the country.

intellectual (*adj*) connected with or using a person's ability to think in a logical way and understand things.
She's very intellectual.
law (*n*) the whole system of rules that everyone in a country or society must obey.
In Sweden it is against the law to hit a child.
political science (*n*) the study of government and politics.
management(*n*) the act of running and controlling a business or similar organization.
architecture (*n*) the art and study of designing buildings.
civil (*adj*) connected with the people who live in a country.
mechanical (*adj*) operated by power from an engine: a mechanical device/toy/ clock.
The breakdown was due to mechanical failure.
estimated (*v*) something to form an idea of the cost, size, value etc, of something, but without calculating it exactly
A police estimate the crowd at 30,000.
computer science (*n*) the study of computers and how they can be used, a degree in computer science.
pharmacology (*n*) the scientific study of medicines and their effects.
He is studying pharmacology.
The pharmacology department at the hospital can tell you what that medicine contains.
*Where can you study pharmacology in Afghanistan?
pharmaceutical (*adj*) connected with making and selling drugs and medicines.

implemented (*vn*) to make something that has been officially decided start to happen or be used.

agronomy (*n*) the study of relationship between crops and the environment

forestry (*n*) the science or practice of planting and taking care of trees and forests.

horticulture (*n*) the study or practice of growing flowers, fruit, vegetables: a college of agriculture and horticulture.

food Hygiene (*n*) the practice of keeping yourself and your living and working areas clean in order to prevent illness and disease.

veterinary science (*n*) the study of animal medicine; the study of how to treat sick animals.
You must study veterinary sciences to become a veterinary surgeon.

clinic (*n*) *a period of time during which doctors give special medical treatment or advice.*

cadre (*n*) a small group of people who are specially chosen and trained for a particular purpose.

animal husbandry (*n*) farming that involves keeping animals to produce food.

campus (*n*) the land which a school, college or university is located on.
The library is located in the centre of the campus.
That university has got several campuses.
*How many campuses has KMU got?
*How many campuses has PUK got?

Word Study

Write the correct words in the blank spaces.

1. She got a good _______________ in the school-leaving exam so she is going to university.
2. When he leaves university, he wants to work in _________________: building roads and bridges.
3. Polytechnic University was ________________in 1963.
4. He will probably become a good _________________ because he likes animals.
5. She got a Bachelor of Arts ________________ from Kabul Education University and then did some teacher-training before she became a teacher.

established
veterinary surgeon
grade
degree
engineering

6. When we saw the children without any food, we felt a lot of _________________ for them.
7. Their school ________________ covers several square hectares.
8. I did not have time to go to the main office, so I went to a local _____________.
9. The ______________ include the study of literature and history.
10. Part of the study of management is the study of _____________.

branch
pity
humanities
economics
campus

11. Perhaps we can do it in the future, but it is not possible _____________.
12. He is a very _____________ man. He always finds the answers to our problems.
13. What a pity you failed the test. You must ____________ trying.
14. Can you ask me your question tomorrow? I am ______________ leave.
15. Ask your brother what happened. He is very ________________ that program.

intelligent
about to
keep on
keen on
at present

REVISION

Using Commas with who, which and that

1

Pay close attention to the clauses with who, which or that:

Pupils ***who come to class late*** *are not allowed in the classroom.*
(Without the who clause, the sentence has an unusual meaning.)
The part of the year ***which is cold*** *is called winter.*
Without the which clause, we do not know which part of the year is meant.)
Try taking out the who and which clauses and see what happens.

***There are no commas before or after who, which or that clauses in the above example.**

Now look at the following sentences with who, which or that clauses:

Mrs. Husnia, ***who comes from India,*** *is an English teacher.*
(We can take out the who clause and still understand the sentence.)
Polytechnic University, which was founded in 1963, *is one of the largest universities in Afghanistan.*
(We can take out the which clause and still understand the sentence.)
Try taking out the who and which clauses and see what happens.

*There are **commas** before and after who, which or that clauses in the above example**.**

TAKING OUT WHO, WHICH AND THAT

3

Remember that we can shorten a passive clause after, who, which or that

PUK	is one of the largest universities, founded in 1963.
KU	established in 1931, has over 35, 000 students.

Verb - ing OR verb (no ending)

4

Remember this kind of clause with who, which or that:

These are followed by ***verb-***	
be keen on consider keep on think about	play**ing** games go**ing** to England watch**ing** TV hav**ing** a party

about to is followed by verb (no ending)			
I	am	about to	**play** football.
We **You** **They**	are		**go** to England. **watch** TV. **have** a party.
He **She** **It**	is		**make** a lot of noise. **visit** Baghlan. **fly** to Herat.

5

A. Shorten the clauses with *who, which* or *that.*

1. KU (Kabul University), which was founded in 1931, is the largest university in Afghanistan.
2. Those students, who were sent to India, learned to speak excellent English.
3. The number of students that are accepted by the universities is increased.
4. KPU (Kabul Polytechnic University), which was opened in 1963, is very beautiful.
5. KMU (Kabul Medical University), which is considered the leading center for Curative Medicine, Pediatric, Stomatology and Nursing, offers degrees in most medical sciences.

B. Complete these sentences using a phrase from the box on the right. Add-ing to the verb if necessary.

1. She considered ………………………………... .
2. Suhail is about to ……………………………… .
3. The pilot is thinking about ……………………. .
4. The plane is about to …………………………... .

try to land
drive to work
crash
buy a new dress

UNIT NINE

KING GHAZI AMANULLAH KHAN

At the end of this unit students will be able to:

- talk/discuss about the biography of King Ghazi Amanullah Khan.
- use simple past tense and while +the past continuous tense in written and spoken statements.
- read a topic about the biography and political life of King Ghazi Amanullah Khan
- know the new words and use them in sentences.

King GHAZI AMANULLAH KHAN



DISCUSSION:

A. Discuss with your teacher about biography of King Ghazi Amanullah Khan.

B. Try to answer the following question as you discussed before:

- *Why did the people of Afghanistan entitle King Amanullah Khan as(Ghazi)?*
- *What do you know about several trips of King Ghazi Amanullah Khan to abroad?*

C. Read the words in column A and match them with their meanings in column B.

A	B
1. Display	*a. The children of your children*
2. Generous	*b. Citizens*
3. Be fond of	*c. Timetable*
4. Grandchildren	*d. Like*
5. Schedule	*e. Show*
6. Subjects	*f. A group of people talking*
7. Meeting	*g. Ready to give freely*

D. Finally, discuss this general question about King Ghazi Amanullah Khan with your teacher and your classmates:

What do you know about king Ghazi Amanullah Khan's political life and achievements?



CONVERSATION PRACTICE

1. Practice the conversation in column A below.

	A	B	C
Teacher:	Has anybody seen the tomb of King Ghazi Amanullah Khan in Jalalabad?	the cotton factory in Helmand	The Polytechnic University in Kabul
Pupil:	Yes, I have.		
Teacher:	Good, what did you like the best about it?		
Pupil:	The Amir Shaheed Garden, I think.	Working labors	Studying students
Teacher:	Aha! Do you know anything about the King's character?	The story of cotton	The story of Polytechnic University
Pupil:	Yes, something.		
Teacher:	O.K. Can you tell the class about him?	It	It
Pupil:	Well, he loved a lot to develop education and he was very fond of his brave nation.	Cotton began to be farmed centuries ago	PKU was established on an area of 60 hectares in December 1963

2. Make more conversations, but this time use the words in columns B and C.

GRAMMAR

Revising the Simple Past Tense

Look at the following verbs which are in simple past tense form.

Went	Was fond of
Did…..like….?	Did…learn…..?
Were	Read
Did….find out….?	Performed
Loved	Held
Was	Met

While + the Past Continuous Tense

You have seen the past continuous tense before:

Kabul University **was** graduating thousands of students before 1984.

By 2001, Afghanistan **was serving** several domestic destinations.

GRAMMAR

Now look at this sentence:

While I was visiting a friend in Jalalabad, I went to **Amir Shaheed Garden**.

The verb **was visiting** is in the past continuous tense.

It is used here in a **while** clause

Note the verb in the other clause:

While I was visiting a friend in Jalalabad, I went to Amir Shaheed Garden.

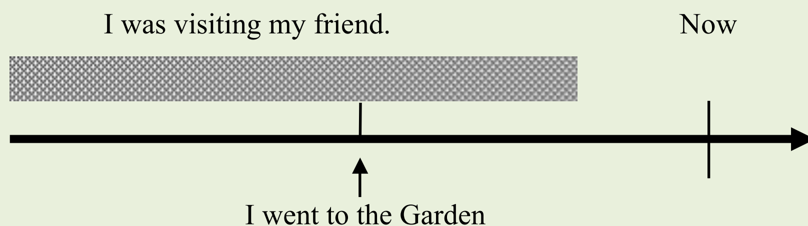
  

While + Past continuous ……. Past Simple.

We use this to show that

***the pupil went to the Garden in the past**

and *the visiting began before the garden and continued after it:



Here is another example:

While the king ***was starting*** his speech, ***he recited*** a verse from the holy Qur'an.



GRAMMAR

A. Write the correct form of the verb in brackets.
The first one is an example.

1. While he ***<u>was playing</u>***, he lost his keys. (play)
2. While they ____________ along the street, they saw an accident. (drive)
3. While you _____________, a man called at the door. (sleep)
4. While it _____________, my clothes became wet. (rain)
5. While we _____________ television, our father came home. (watch)
6. While I ______________ my homework last night, I broke my pen. (do)
7. While she ______________ her soup, an insect fell into it. (eat)
8. While he ______________, he became ill. (travel)
9. While they _______________, a policeman drove up in a car. (talk)
10. While we _______________, we saw Tamim. (wait)

GRAMMAR

B. Answer the questions about the following situations. Begin with while. The first one is an example.

1. **Mr. Hamdard arrived at the airport early. He sat in the lounge for a long time. Then they called out his flight.**
   What did they do while he was sitting in the lounge?
   While he was sitting in the lounge, they called out his flight.

2. **Omer had a shower last night. In the middle of his shower, the phone rang. He went downstairs and answered it.**
   What happened while he was having a shower?
   ____
   ____

3. **We sat in the garden yesterday. A very loud plane flew over. We had to go inside.**
   What happened while we were sitting in the garden?
   ____
   ____

4. **There was a good program on television last night, but I watched only one part of it because my TV broke down.**
   What happened while I was watching television?
   ____
   ____

KING GHAZI AMANULLAH KHAN

King Ghazi Amanullah Khan was one of the very famous rulers of Afghanistan. He was the founder of the new modern and independent Afghanistan. Amanullah Khan was crowned the Amir of Afghanistan after the death of his father. Amir Habibullah was assassinated in February 1919. Amanullah Khan wanted Afghanistan to be free and independent in its policies, so he was fiercely against British political control over the country. He wanted to revoke the agreement which gave the British control over Afghanistan's foreign policy. The British resisted this move, and so began the Third Anglo-Afghan War in 1919. After the heroic struggle of the people of Afghanistan, the British were defeated. Eventually, they surrendered and lost their control over Afghanistan's foreign policy.

Afterwards, Amanullah Khan became a national hero, because of his courageous leadership, against-British colonialism, he was given the title “Ghazi”. Putting his country in the line of sovereign and independent countries of the world, he wanted the country to progress and be prosperous, so he turned his attention towards the modernization of Afghanistan. He changed his title from Amir to Padshah (King) in 1926.



King Amanullah Khan's plans of modernization were not greeted so warmly by the public in Afghanistan. Consequently, many tribes revolted against him. In the end, the greater uprising of people caused Amanullah Khan to be dethroned from the kingdom. He left Afghanistan and lived in exile in Italy and Switzerland. He died in 1960, and was buried in Jalalabad, near his father's tomb.

Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out a correct statement if you put F.

T-F	Line(s)	
1.		King Ghazi Amanullah Khan was one of the very famous rulers of Afghanistan.
2.		He became the King of Afghanistan in 1919.
3.		Amanullah Khan wanted Afghanistan to be free and independent in its policies.
4.		Amir Habibullah Khan was the founder of the new modern and independent Afghanistan.
5.		He became an international hero, and was given the title of Emperor.
6.		Amanullah Khan changed his title from Amir to Padshah (King) in 1936.
7.		Ghazi Amanullah Khan died in 1998, and was buried in Kunar, near his uncle's tomb.
8.		Amanullah Khan left Afghanistan and lived in exile in Italy and Switzerland.
9.		Amanullah Khan’s plans of modernization were not accepted by the people.
10.		The third Anglo-Afghan war began in 2003.

crowned (*v*) to put a crown on the head of a new king or queen as a sign of royal power.
King Amanullah Khan was crowned the Amir of Afghanistan in 1919.

assassinate (*v*) to murder an important or famous person, especially for political reasons.
The prime minister was assassinated by extremists.

fierce (*adj*) angry and aggressive in a way that is frightening.
He suddenly looked fierce.

fiercely (*adv*) very strong in a way that could cause damage.
The air craft was burning fiercely.

revoke (*v*) to officially cancel something so that it is no longer valid.

resist (*v*) to refuse, to accept and try to stop it from happening.

heroic (*adj*) showing extreme courage and admired by many people.
We watched our team's heroic struggle to win back the cup.

defeat (*v*) to win against somebody in a war, competition, sports game etc.
He defeated the champion in three sets.

surrender (*v*) to admit that you have been defeated and want to stop fighting; to allow yourself to be caught.

greet (*v*) to react to somebody/ something in a particular way.
The team's win was greeted as a major triumph.

tribe (*n*) a group of people of the same race and with the same customs, language, religion, etc, writing in a particular area and often led by a chief.

revolt (*v*) to take violent action against the people in power.
Finally the people revolted against the military dictatorship.

uprising (*n*) a situation in which a group of people join together in order to fight against the people who are in power.

throne (*n*) a special chair used by a king or queen to sit on at ceremonies.
dethrone (vt) to remove a king or queen from power; to remove some body from a position of authority or power.

exile (*v*) to force somebody to leave their country, especially for political reasons or a punishment.

tomb (*n*) a large grave, especially one built of stone above or below the ground.

Word Study

Write the correct words in the blank spaces.

1. Amanullah Khan was __________ the Amir of Afghanistan after the death of his father.
2. Amir Habibullah was ___________ in February 1919.
3. King Amanullah Khan was _________ against British political control over the country.
4. Amanullah Khan wanted to __________ the agreement which gave the British control over Afghanistan's foreign policy. The British __________ this move, and so began the Third Anglo-Afghan War in 1919.

resisted
fiercely
revoke
assassinated
crowned

5. After the ___________ struggle of the people of Afghanistan, the British were defeated.
6. Amanullah Khan became a _______ hero. Because of his __________leadership against-British____________, he was given the title “Ghazi”.
7. Amanullah Khan turned his attention towards the ___________ of Afghanistan.
8. Amanullah Khan changed his ________ from Amir to Padshah (King) in 1926.
9. King Ghazi Amanullah Khan was one of the very famous ________ of Afghanistan.

courageous
national
colonialism
modernization
title
rulers
heroic



Write the correct words from the box in the spaces below. Then copy the sentences in your notebooks.

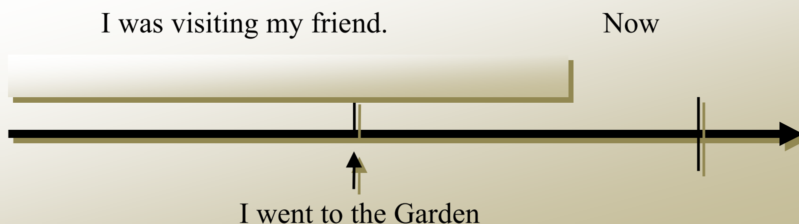
Defeated	arrived	assassinated	buried	visiting
died	independent	graduating	war	
	founder	hero		

1. King Amanullah Khan was one of the national ________ in Afghanistan.
2. Amanullah Khan was the _________ of the new modern and ___________ Afghanistan.
3. Mr. Rahim _________ at the airport early.
4. Kabul University was ___________ thousands of students before 1984.
5. The third Anglo-Afghan _______ began in 1926.
6. While I was __________ a friend in Jalalabad, I went to Amir Shahid Garden.
7. The prime minister was ___________ by extremists.
8. He _________ the champion in two rounds.
9. King Amanullah Khan _________ in 1960, and was _________ in Jalalabad, near his father's tomb.

RIVISION

while + the Past Continuous Tense

Remember how we use while with the past continuous tense:



Here are some more examples:

1. *While **he was leading** the government of Afghanistan, his desire to make his nation's education level **increased**.*
2. *While he **was traveling** to Badakhshan for sightseeing, his car punctured.*
3. *While he was **waiting** for repairs, a man on a horse **came near.***

*Remember: there is a **comma** after the while clause when it begins a sentence and the word *While* has a capital letter.

We can also change the order of the sentences:

1. *His desire to make his nation's education level **increased** while **he was leading** the government of Afghanistan.*
2. *His car **had** a puncture while he **was traveling** to Badakhshan for sightseeing.*
3. *A man on a horse **rode and came near** while he was **waiting** for repairs.*

*Remember: there is no **comma** after the while clause when it begins a sentence and the word *While* has a capital letter.

A. Change the order of these sentences. If they begin with *While,* change them so that they do not. If they do not begin with *while*, change them so that they do. Remember: if the sentence begins with *While,* you will need a comma.

Example: While I was playing, I lost my toy.

1. While she was playing, she lost her watch.
2. I broke my pencil while I was writing the answers.
3. While I was watching TV, the phone rang.
4. Fahima broke a tooth while she was eating meals.
5. We saw Ramish while we were standing at the bus stop.
6. While it was raining, the explorer collected water in a tin.

B. Change these sentences. If they are with verb "ing", change them to begin with the word in brackets. If they do not begin with verb "ing", make them do so.

Example: Finding the door locked, the policemen broke it down. (Because of…)

Because of finding the door locked, the policemen broke it down.

1. Working in a library, he found a very good book. (While……)
2. Walking on the eggs, he broke them. (By……….)
3. By using a tin-opener, he opened the tin.
4. While I was doing my homework. I broke my pen.
5. Because he has a car, he often drives into the streets.

Verb + ing at the Beginning of a Sentence

Verb + ing at the Beginning of a Sentence

Pay attention to the following sentence:

Not recognizing the director, he asked if the director had passed by already.

The beginning of this sentence is a phrase verb + ing. It explains why he asked the question.

When a sentence begins with verb + ing, it can show:

Why something was done

Or when something was done

Or how something was done.

Look at these examples:

Why: Not recognizing Baryalai the director, he asked if the director had passed by.

Living in Jalalabad, we often visit the garden.

When: Crossing the road, he was hit by a car.

How: Using a knife, he opened the letter.

*Remember: there is a **comma** after those phrases that introduce a sentence.

*Note: sentences like these are common in *written* English, but they are not usually heard in spoken English.

UNIT TEN

EXPLORERS IN THE ANTARCTIC

At the end of this unit students will be able to:

- talk/discuss about the Antarctic.
- use some and any in sentences .
- read paragraphs about scientists explorers in the Antarctic.
- know the new words and use them in sentences.
- use grammatical structures such as; if + past perfect tense,…would have in written and spoken sentences.

EXPLORERS IN THE ANTARCTIC

DISCUSSION

A. Answer the following questions:
   1. What do scientists research in Antarctic?
   2. What are their aims/purpose?
   3. What does Antarctic look like?
   4. Is it possible to live in Antarctic? Why?
   5. What kind of animals can you find there?
   6. What will happen if the ice and snows in Antarctic melt down?

B. Discuss about any other continents in the world with your teacher and your classmates.





CONVERSATION PRACTICE

1- Practice the following conversation with your partner.
2- Practice the conversation in column A.

	A	B	C
Student A:	Scientists went to the Antarctic, didn't they?	Afghan ……were part of a multinational group, weren't they?	are keen on such journeys, aren't you:
Student B:	Yes, they did.	weren’t	am
Student A:	Their aim was to sail around Antarctica and research about its atmosphere.	They came from several different countries, didn't they?	You had to adapt to new conditions, didn't you?
Student B:	Yes, it was.	they did.	I did.
Student A:	Their plan for the expedition had five stages, didn’t it?	They hadn't worked together before, had they?	You hadn't been there before, had you?
Student B:	Yes, it did.	No they didn't.	I hadn't.

3- Make more conversations but this time use the words in columns B and C.

GRAMMAR

SOME and ANY

Look at this question:

*Can you tell us **something** about your adventure?*

You already know the word some, but this example is a little different. Can you see why this example is different from examples you have seen before? Look at the information below and on the next page. First, you will see some other words like something. Finally, you will see why this example is different.

Look at these two lists:

some	body
any	one
every	thing
no	where

Each of the words on the left can go in front of all the words on the right.

Some	somebody	someone	something	somewhere
Any	anybody	anyone	anything	anywhere
Every	everybody	everyone	everything	everywhere
No	nobody	no one	nothing	nowhere

Note that *no one* is different: It is two words.

GRAMMAR

The words begin with *some* and *any* are normally used like *some* and *any:*

Statement	Question	negative
We had some books.	Do you have any books?	We do not have any books.
Somebody was here.	Is anybody at home?	I did not see anybody.
He is somewhere.	Is he anywhere?	He is not anywhere.

In questions, the word any is normally used, but look at this question again;

*Can you tell us **something** about your adventure?*

In this question, the word **something** is used instead of **any**thing.

The word *some, something, someone, somebody* and *somewhere* are often used in questions when we expect the answer *Yes.* Look at these examples:

Can I borrow some money until tomorrow, please?

You look ill. Is there something wrong with you?

Will someone open the window, please?

Can somebody lend me a pencil, please?

Let's go to a restaurant. Do you know somewhere nice?



GRAMMAR

A. Answer these questions with negative sentences.

1. Did you see anybody?
2. Did you go anywhere at the weekend?
3. Can they tell us anything about the accident?
4. Could he reach anyone on the phone?
5. Did they leave anything from dinner?

B. Here are some answers, ask questions for them.

1. No, I did not visit anyone.
2. No, we could not find him anywhere.
3. No, she does not know anyone here.
4. No, she was not able to say anything.
5. No, we did not go anywhere in Thursday.

C. Here are some answers, ask questions for them.

1. Yes, I met my friend.
2. Yes, I will open the window.
3. Yes, he was able to say his name.
4. Yes, she knows the girl in the corner.
5. Yes, they went to the market on Monday.

Scientists Explorers in the ANTARCTIC

In 1989, scientists from all around the world were in an international expedition to the Antarctic.

Their Aim

The aim was to sail around Antarctica and research the amount of ultraviolet light, ozone and pollution in different locations there.

Their Plan

The plan for the expedition had five stages. First, all equipment and materials would be made ready. Second, everyone would become physically fit, be able to ski well and learn to survive in the icy conditions. Third, they would have practice in camping and in Antarctic travel. Fourth, they would do research round the coasts of Antarctica.

Fifth, they should share their information for the benefit of everybody and for a greater understanding of the Antarctic.

The Route

After their preparation in Chile, the team was ready to fly to Antarctica, a land covered with ice and snow. They stayed there for six weeks. During that period, some scientists spent some time at the South Pole before beginning their sea voyage round the continent.

The Supplies and Equipment

They had to take all their food with them because nothing grows there. Fresh water was only a problem on the boat, where it was rationed. Their equipment was designed for survival. It had to keep them warm and dry. For example, they wore several layers of special clothes which let moisture out but not in.



Their Experiences

On land, they slept in double sleeping bags in tents. They sheltered there from the sub-zero temperatures outside. One night at sea, there were strong and icy winds. In five-meter waves, the boat crashed into an iceberg. Part of it was knocked off and disappeared to the bottom of the sea. Fortunately, the boat did not sink. If it had sunk, they would have died in the freezing water.

Their Achievement

The multinational team was successful. The world's knowledge about the Antarctic is greater now than before. Individually, each member has his own memories of the experience.



Find the answers to the following questions from the reading on pages 129 and 130. Then write the line number where you found the answer in one box and the letter of the correct answer in the other box

1. The 1989 expedition had …….
   a. Only two people
   b. Only Americans
   c. Scientists from different countries
   d. More than two Americans

   Line (s) *Answer*

2. One aim was to research the amount of …in the Antarctic.
   a. Water
   b. Equipment
   c. Science
   d. Pollution

   Line (s) *Answer*

3. Which part of the plan would come to an end of the expedition?
   a. Make the equipment ready
   b. Become physically fit
   c. Practice Antarctic travel
   d. Do research around the coasts
   e. Share the information

   Line (s) *Answer*

4. The route was in the following order:
   a. Chile, South Pole, Sea Voyage
   b. Chile, Sea Voyage, South Pole
   c. South Pole, Chile, Antarctica
   d. Antarctica, Chile, home.

   Line (s) *Answer*

5. On the boat, they could not have as much as on land.
   a. Equipment
   b. Water
   c. Food
   d. Clothes

   Line (s) *Answer*

6. They slept in double sleeping bags because ________________.
   a. There was little food
   b. It was very cold
   c. Their equipment was for survival
   d. The boat crashed into an iceberg
   c. It sank
   d. It crashed into an iceberg

   Line (s) *Answer*

7. When they were on the boat…
   a. they slept in tents
   b. their clothes let moisture in

   Line (s) *Answer*

a– dapt (**a dapt**)(vt/i-reg) 1. (*vt*) change something to match another purpose or environment.
He adapted a car engine to use in his boat.
2. (*vi*) change oneself to match another purpose or environment.
She adapts very easily to new situations.
ben-e-fit (**ben** efit) (*vt-reg.)* be an advantage or a good thing.
A good education is a benefit to everyone.
Chal lenge (chal lenge.) (vt-reg.) 1. Call someone to compete against you.
2. test someone's ability.
Climbing the mountain challenged his skills.
co-op-e-ra-tion (coope **ra** tion) (*n*) working together, help.
The Antarctic expedition needed the cooperation of several countries.
co-op-e-rate (co **op** erate)(*vi-reg*) work together, help eachother.
ex-plor-er (*n*) a person who travels to remote places to find out about them.
Early explorers discovered America.
hu-man be-ing (**hu** man **be** ing)(*n*) a person; a man, woman or child.
Human beings cannot live under water.
in-di-vid-u-al-ly (indi **vid** ually) (*adv*) affecting only one person; separately.
Sometimes teachers speak to each student individually.
**Note* that we add – ly to the adjective *individual* to make the adverb. This makes the adverb end in –lly. Make adverbs from the following adjectives: *geological, medical, personal, professional, seasonal.*
mem-o-ry (**me** mory) (*n*) 1. an ability to remember things.
She has a good memory. She never forgets anythings.
2. an example of remembering.
I have good memories of my holiday in Paghman.

me – m-or-ize (**me** morize) (*vt –reg.*) learn.



mois-ture (**mois** ture) (*n*) water in small quantities, often in the air or seen on surfaces.
There is moisture in the air on humid days.
You can often see tiny drops of moisture on *the bathroom mirror after someone has had a bath or shower.*
ration (**ra** tion) (*vt – reg.)* limit and control the amount that someone gets.
In the desert, water for soldiers was rationed to four litres a day.
ra-tion (*n*) the amount which a person gets.
During the war, butter was rationed. The ration was 50 grams per person per day.
*If there are eight people who want a piece of the cake below, how much is each person's ration?



ul-tra-vi-o-let (**ul** tra **vi** olet) (*adj*) (about light) consisting of rays that cannot be seen by human eyes.
Ultraviolet light can cure some skin diseases.
Too much ultraviolet light from the sun can cause skin cancer.



Word Study

Use words form the box to complete the following definitions. Write the whole definition out on the line. You will not need to use all the words. The first one is an example.

adapt	challenging	cooperation	moisture	memory
voyage	ration	expedition	sub-zero	benefit

1. A ……………is a long journey or trip, usually by sea.

   A voyage is a long journey or trip, usually by sea

2. To ……………means to change something to match another purpose or environment.

3. An……………is a journey or voyage with a scientific purpose.

4. Something which is ……………tests a person's ability.

5. ………………temperatures are temperatures below 0^o Centigrade.

6. A………………is an advantage or a good thing.

7. ………………means working together or helping each other.

8. To……………..something is to control the amount which someone receives.

9. …………………is water in small amounts in the air.

10. …………………..is the ability to remember something.

REVISION

If + Past Perfect, ...would have

Do you remember this from page 128?

Fortunately, the boat did not sink.
*If the boat **had sunk,** they **would have died.***

We use this when think about the past and imagine that the opposite happened. What were the facts?

*Did the boat sink? No, it didn't.
*Did they die? No, they didn't.

The **facts** were: *The boat **did not** sink and they **did not die.***
But we can **imagine** the opposite.
If** the boat **had sunk**, they **would have died.

Study the clause:

If	Subject	had	past participle	,	subject	would have	past participle
If	**the boat**	**had**	**sunk**	,	**they**	**would have**	**died.**

Read these sentences. Say if each one is fact or imagined. Did they really happen or not?

1. *Scientists went to the Antarctic. They did some research.*
2. *If they had not gone there, they would not have learned to ski.*
3. *If they had not had a boat, they would not have sailed around Antarctic.*
4. *The boat crashed into an iceberg and part of it was knocked off.*
5. *If the boat had not crashed, part of it would not have been knocked off.*

Not: If the fact sentence is negative, the imagined sentence is positive (not negative).

Fact	*The boat did not sink and they did not die.*
Imagined	*If the boat had sunk, they would have died.*

Note: If the fact sentence is positive, the imagined sentence is negative.

Fact	*The boat **crashed** into an iceberg and part of it **was knocked off**..*
Imagined	*If the boat **had not crashed,** part of it **would not have been knocked off**..*

Make a sentence for each situation shown below.

Each sentence should contain **if + the past perfect** and would have.
The first one is done for you.

1. You did not watch that TV program. The next day your friend told you that you would have enjoyed it.

   If I had watched that TV program, I would have enjoyed it.

2. It was raining very hard. You wanted to go out. Your father told you to wait, but went out and got wet. Five minutes later, the rain stopped.

   *If I had waited five minutes, the rain*____________________

3. Kabir did not study very hard. He failed the test.

   If ____________________________

   Passed the test.



4. Maryam tried to explain why she was late, but her teacher would not let her.

   If Maryam's teacher___________________________

   ____

5. Omer liked his job, but the money was bad. So he left.

   If the

   ____

   ___________________ stayed, ________________

6. Tawfiq had a car accident. He lost a lot of blood. He nearly died, but a doctor stopped the bleeding.

   If the doctor had not

   ____

   ______________ died ________.

7. Barialay wanted to buy a car. The one he wanted cost 20, 000. Afghanis. He only had 18, 000. Afghanis. So he did not buy it.

   If he

   ____

   ____

8. Friba did not go to school this morning. She had a headache. But she wanted to go.

   If she had not

   ____

   ____

9. I went to bed very late. I was tired the next morning.

   If you had not

   ____

   ____

UNIT ELEVEN

CALLIGRAPHY

At the end of this unit, students will be able to:

- talk/discuss about calligraphy.
- compare people and things.
- read a topic about calligraphy
- know the new words and use them in sentences.

CALLIGRAPHY

DISCUSSION

A. Discuss the following questions with your teacher and your classmates.

1. What does a calligrapher do?
2. Can we see calligraphy only in Dari/Pashto?

Finally discuss these general questions about calligraphy in English with your teacher.

1. Can you name any other scripts in Dari/Pashto?
2. Is calligraphy important? Why or why not?
3. Where can you see calligraphy in everyday life?

CONVERSATION PRACTICE

1. Practice the conversation in column A below.

	A	B	C
A:	Your *handwriting* is terrible. You should try to improve it.	*spoken English*	*arithmetic*
B:	But I'm doing my best.	*But…….*	*But………*
A:	No, you're not. Look at your brother's *handwriting.* It's much better than yours. It's clearer and easier to read.	*Listen to ....* *spoken English…* *more fluent and easier to understand*	*Look at…* *arithmetic…* *faster and more correct*
B:	Oh, yes. But he's taken a special course. It was called…		
A:	*Calligraphy,*. Yes, I can tell.	*Spoken English*	*Night School Maths*

2. Make more conversations but this time use the words in columns B and C.

GRAMMAR

Comparing People and Things (Revision)

Comparing two People or Things
Look at the following sentences:

Your brother's handwriting is better than yours.
It's clearer than yours.
It is easier to understand than yours.
It is faster than yours.

Remember that we add (er) to many adjectives when we want to compare two things and add than if we name both.

Clear……………………….. clearer (**than** that)
Fast……………………… faster (**than** that)

But remember these spelling rules:

If an adjective ends with an *e,* add *r* only:

Safe……………………….. safer (**than** that)
Simple…………………….simpler (**than** that)

If the adjective ends with a *y,* change the *y* to *ier.*

Easy……………………… Easier (**than** that)

And remember that some adjectives are irregular:

Good……………………better (**than** that)
Bad……………………… Worst (**than** that)

Look at this summary:

Adjectives	_______ er	_______ est
slow	slow**er than**	**The** slow**est**
clear	clear**er than**	**The** clear**est**
safe	safe**r than**	**The** saf**est**
simple	simple**r than**	**The** simpl**est**
easy	easi**er than**	**The** easi**est**
good	**better than**	**The best**
bad	**worse than**	**The worst**

Longer Adjective

All the adjectives in above table are short. All of them (except easy) have only one syllable.

Longer adjective (with more than one syllable) do not usually take ___***er*** ___or___***est.*** Instead, the word ***more*** or ***the most*** are put in front of them.

Have you used these conversations in your daily life?

*It's **more fluent** and easier to understand.*
*It's faster and **more correct.***

Look at this summary:

Adjective	More + adjective	The most + adjective
correct	**more** correct **than**	**the most** correct
fluent	**more** fluent **than**	**the most** fluent
beautiful	**more** beautiful **than**	**the most** beautiful

Grammar

A. Use the words in brackets to complete the sentences.
Decide if you should use – ***er*** or - ***est.*** The first two are examples.

1. Hamid is the tallest student in the class. (tall)
2. That car is safer than the other one. (safe)
3. This exercise is ________________ the last one. (easy)
4. Which is ________________ football team in Afghanistan? (good)
5. One English script is ________________ the others. (clear)
6. A propeller plane is normally ________________ jet plane. (slow)
7. This is ________________ winter weather for ten years. (bad)
8. Many people say that Dari and Pashto are ______________ than English to learn. (simple)
9. This summer is ________________ the last. (hot) (be careful with the spelling)
10. That shop sells ________________ soft drinks in this area. (cold)

Grammar

B. Use the words in brackets to complete the sentences.
Decide if you should use – ***er*** or ***est,*** The first two are examples.

1. Kabul University is ___older than___ Kabul Educational University. (old)
2. Which English script is ___the most beautiful___ of all? (beautiful)
3. Kabul University is _____________ in Afghanistan. (large)
4. My father's English is _____________ mine. (fluent)
5. Joe was _____________ Pip's sister. (warm-hearted)
6. Who is _____________ person you know? (kind)
7. That restaurant makes _____________ food in town. (good)
8. People say that English is _____________ Dari and Pashto to learn (difficult)
9. In the world, tea is _____________ coffee. (popular)
10. Is learning grammar _____________ learning new words? (important)

READING

CALLIGRAPHY

Calligraphy Calligraphy

As there are different scripts in Arabic, Persian and Pashto calligraphy which you recognize them as Nastaliq, Naskh, and Kufi, English language also has many different scripts. Perhaps they are not so important in English nowadays as different scripts are in Arabic, Persian and Pashto. Calligraphy is probably the most important form of art for Muslims. It is seen not only in the holy Qur'an and in books, but also in many other places. It is used, for the decoration of buildings. There are wall-hangings, framed samples and inscriptions inside and outside public and private buildings. In the western world, the art of calligraphy declined with the introduction of printing and typewriters. However, it is now becoming more popular again and calligraphers are in demand to illustrate books, posters, cards, letterheads and many other things.

Some of the different English scripts are so common that you will almost certainly see them in your reading. Three of the most common scripts used are Roman (based on letters developed by the Romans about 2,000 years ago). Gothic which developed in northern Europe between 10th and 15th centuries AD and Italic (during 15th and 16th century Italy.) There are some examples of alphabets in these three scripts in the top of the next page.

How common are these scripts and where will you see them? Roman script is probably the most common. This is because it is the clearest and easiest to read. Almost all the newspapers, magazines and books which you will ever see in English use some form of the Roman script. Gothic script is quite difficult to read, even for native speakers. It is usually seen on letter heads, in the names of newspapers, and outside buildings. Italic scripts as you see it on the next page is always written by hand. However, a slanted version of Roman script is often used in printing to stress or emphasize things, and this is also called Italic. Look at the examples on the next page. Decide which of the English scripts is used in each example and why it is used.

Calligraphy Calligraphy

Some Alphabets in Different English Scripts

Times New Roman Script	**abcdefghijklmnopqrstuvwxyz** **ABCDEFGHIJKLMNOPQRSTUVWXYZ**
Albertus Script	abcdefghijklmnopqrstuvwxyz ABCDEFGHIJKLMNOPQRSTUVWXYZ
Lucida Handwriting Script	*abcdefghijklmnopqrstuvwxyz* *ABCDEFGHIJKLMNOPQRSTUVWXYZ*
Lucida Calligraphy Script	*abcdefghijklmnopqrstuvwxyz* *ABCDEFGHIJKLMNOPQRSTUVWXYZ*

Examples of Different Scripts in Use

READING

Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.

1. The Dari/Pashto calligrapher can use three different scripts.
2. There are many different scripts in English.
3. Calligraphy is probably the most important form of art in the West.
4. Calligraphy is more popular now than it was some time ago.
5. Gothic script was developed in Italy.
6. Italic script is used to emphasize things in printing.

Calligraphy CALLIGRAPHY

CALLIGRAPHY

com- mon (**com** mon) *(adj)* 1. Belonging to several people, not to one person.
Britain, the U.S.A. and Australia share a common language.
2. found in many places.
That bird, the pigeon, is common all over Europe.
3. usual.
It is common for a woman to leave her parents house when she gets married.
4. not polite.
We did not like him because he was a very common person.
*Which of the meanings above is correct for the passage about calligraphy?

de – cline (de **cline**) *(vt/i –reg.)* 1. *(vt)* say "No" to something which has been offered.
He declined my offer of help.
2. (vi) become weaker or less.
That used to be a beautiful part of town but it has declined in the last few years.
*Which of the meanings above is correct for the passage about calligraphy?

dec –o-rate (**dec** orate)(*vt- reg*) make something more beautiful by adding things to it.
They decorated the street with flags.
She decorated the room with flowers.

dec-o-ra-tion (deco **ra** tion) (*n*) something used to decorate.
Some people put decorations outside their houses to celebrate the Eid.

em –pha – size (**em** phasize) (*vt – reg*.) ,make people notice something; make something noticeable; stress.
The speaker emphasized the word "one" when he spoke.

frame (*n*) 1. The edge of metal or wood around a picture or the glass of a window.
The picture had a beautiful wooden frame.
2. the structure which supports a house, a plane or a ship.
That building has a street frame.

framed (*adj*) with a frame around.
The picture was beautifully framed in wood.

il-lus-trate (**il** lustrate) (*vt-reg.)* use pictures, photographs or diagrams in a book or a lesson; explain by using pictures, photographs or diagrams.
He illustrated his lecture about France with photographs of Paris.

in de-mand (in de **mand**) (*adj phr*) wanted; popular.
That writer's books are always in demand.
*Can you think of things which are always in demand on very hot days?

ink (*n*) a black or colored substance used for writing or printing.
Black and blue are the most popular colors for ink.

na-tive speak-er (na tive **speak** er) (*n*) someone who has spoken a language since he or she was born.
*Are you a native speaker? of which language?

pop-u-lar (**pop** ular)(*adj)* liked by many people. *He is popular with his classmates.*
*Can you name the most popular soft drink in Afghanistan?

print-ing (**print** ing)(*n*) the business copying letters, words and books by machine.
Many people say that the Chinese invented printing.

slant-ed (**slant** ed) (*adj*) not vertical but at an angle from vertical.
His handwriting was slanted from left to right.

handwriting

Handwriting Slanted from Left to Right.

ver-sion (**ver** sion)(*n*) a form of something which has been changed a little from the original.
There are two different versions of this car: one with four doors and one with two.

Word Study

Write the correct words.

1. I am going to send my brother ____________ to wish him a happy Eid.
2. Before we can give you a job, we must see _____________ of your work.
3. I like that picture. Now I must find a ____________ for it before I hang it on the wall.
4. If you want to know how to pronounce a word correctly, ask __________________.

a native speaker
a card
a sample
a frame

5. The number of accidents has ______________since the government introduced the new speed limit.
6. The new book is ___________ with photographs and drawings.
7. The speaker _____________ the important words in every sentence which he spoke.
8. They ________________ their bedroom with new carpets and furniture.

emphasized
decorated
illustrated
declined

9. Elephants are __________________ in Africa. You see them in many places there.
10. Many people like tea. In fact, it is one of the most _________________ drinks in the world.
11. On the wall, there was a page from the Holy Qur'an _______________ in gold.
12. Italic printing is _____________ to the left.

slanted
framed
popular
common

REVISION

COMPARING PEOPLE & THINGS

Remember how we compare when using short adjectives:

Adjective	**_______er**	**_________est**
slow	slower **than**	**the** slowest
clear	clearer **than**	**the** clearest
safe	safer **than**	**the** safest
simple	simpler **than**	**the** simplest
easy	easier **than**	**the** easiest
good	**better than**	**the best**
bad	**worse than**	**the worst**

Now remember how we compare when using longer adjectives.

Adjective	**More**	**Most**
useful	**more** useful **than**	**the least** safe
popular	**more** popular **than**	**the least** useful
beautiful	**more** beautiful **than**	**the least** important

Do you remember the opposite of more and most?
We use less than and the least with long and short adjectives.

Adjective	**Less**	**least**
Safe	**Less** safe **than**	**The least** safe
Useful	**Less** useful **than**	**The least** useful
Important	**Less** important **than**	**The least** important

Note: There is one syllable **in safe.**
There are two syllables in **useful.**
Three syllables in **important.**

Now look at these sentences from the reading passage.

Perhaps they are not as important in English as different scripts are in Arabic, Dari/Pashto.

Remember, we use this when things are not similar
Here are some more examples:

*I am **not as clever** as you.*
*Jamshid is **as happy as** Rabbani.*

Now remember how we show things that are similar.

*I am **as clever as** you.*
*Jamshid is **as happy as** Rabbani*

Finally, remember centuries in English:

We say:	but we write	which means the years:
The seventh century	The 7th century	600 to 699
The tenth century	The 10th century	900 to 999
The fifteenth century	The 15th century	1400 to 1499
The sixteenth century	The 16th century	1500 to 1599
The seventeenth century	The 17th century	1600 to 1699
The eighteenth century	The 18th century	1700 to 1799
The nineteenth century	The 19th century	1800 to 1899
The twentieth century	The 20th century	1900 to 1999
The twenty – first century	The 21st century	2000 to 2099
The twenty – second century	The 22nd century	2100 to 2199
The twenty – third century	The 23rd century	2200 to 2299
etc.	etc.	etc

REVISION

A. **Use the words in brackets to complete the sentences.**

Decide if you should use ***er*** or ***est,*** more than or the most. The first one is an example.

1. Roman script is more common than Gothic Script. (common)
2. Roman script is ______________ of the three English scripts to read. (easy)
3. Which is ___________________ soft drink in Afghanistan? (popular)
4. Jamshid is _____________ Rabbani. (young)

B. Use the words in brackets to complete these sentences. Decide if you should use ***more than, less than, the most or the least.***

1. Mr. Hamidi is _________________ his brother. He gives lots of money to the poor but his brother gives less. (generous)
2. He is _________________ man in the world. (careful)

C. Use the words in brackets to complete the following sentences.

1. Iran is _________________ Afghanistan. (big)
2. He is _________________ his elder brother. They are both 1 meter 75. (tall)

UNIT TWELVE

THE EXPANSION OF THE HOLLY MOSQUE AT MAKKAH AL-MOKARRAMAH

At the end of this unit students will be able to:

- talk/discuss about the expansion of the holy mosque at Makkah Al-Mokarramah.
- use some grammatical points such as: adjectives made from more than one word, countable and uncountable nouns.
- read a paragraphs about the expansion of the holy mosque at Makkah Al-Mokarramah..
- know the new words and use them in sentences.

THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH

DISCISSION:

A. Try to answer the following questions.

1. What is the total area of the holy Mosque at Makkah now?
2. What was the area of the Holy Mosque at Makkah before the first Saudi extension?



B. Look at the words on the left and those in the box. Choose the words from the box which you think best explain the words on the left:

1. Room
2. Worshipper
3. Normal
4. Not at all.

a. A person praying
b. You are welcome.
c. ordinary
d. space



C. Finally, what do you know about the extension of the Holy mosque in Makkah?

Discuss this in English with your teacher and classmates.

CONVERSATION PRACTICE

1. Practice the conversation in column A below with your partner in the class.

	A	B	C
Najib:	Can you give us some information about the Holy Mosque at Makkah?	*Polytechnic University in Kabul*	Passengers Terminal at Kabul international airport.
Amin:	Yes, certainly. For a start, it has room for 1,000,000 worshippers.	*can accommodate 15,000 students*	can handle 80,000 passengers a day
Najib:	What about the design?		
Amin:	It matches the rest of the building and has two new 89 meter-high minarets.	*is very modern and covers a 9 square kilometer area.*	The international Terminal is newly built in modern shape
Najib:	Thank you for telling us those interesting facts.		
Amin:	Not at all.		

2. Make more conversations, but this time use the words in columns B and C.

GRAMMAR

ADJECTIVES MADE FROM MORE THAN ONE WORD

Look at these adjectives and learn them carefully:

It has two new **89-meter-high** *minarets.*

It covers a **9-square-kilometer** *area.*

It has many **46-meter-high** *pillars.*

Note the hyphens:

89-meter-high

Note there is *no* S to show the plural.

Here are some more examples:

A ten-Afghani note.

He is a 13-year-old boy.

The Kabah is a 13. 8 - meter-high building.



Grammar

Countable and Uncountable Nouns

Look at this sentence from the conversation in lesson 1:

The Holy Mosque in Makkah now has **room** for 730,000 **worshippers**.

The words room and worshippers are both nouns. However, they are very different.

They have different meanings, of course, but there is another important difference.

You can count **worshippers** but you cannot count **room**.

(Remember. This word room means space. It is not the same as a room in a house. You can count the rooms in a house.)

We call **worshippers** a countable noun. We call **room** an uncountable noun.

It is important to know if a noun is **countable** or **uncountable** because you cannot do certain things with uncountable nouns:

- You cannot use numbers with uncountable nouns.
- You cannot use a or an with uncountable nouns.
- You cannot make uncountable nouns plural.
- You cannot ask questions with How many …?

(You must use How much …?)

- You cannot use fewer / the fewest (You must use less / the least.)

GRAMMAR

A. Answer the following questions. **What kind of …..is it? With adjectives like these:**

a	five-Afghanis	note
a	4-year-old	boy

1. This note has a value of ten Afghani. (What kind of note is it?)
   It is a ____________________
2. That boy is 13 years old. (How old is the boy?)
   ____
3. That building has eight floors. (What kind of building is it?)
   ____
4. That apartment has two rooms. (What kind of apartment is it?)
   ____
5. That bridge is ten meters wide. (What kind of bridge is it?)
   ____
6. This lesson lasts 45 minutes. (What kind of lesson is it?)
   ____
7. His family has three cars. (What kind of family is it?)
   ____
8. Our Holiday lasts two weeks. (What kind of holiday is it?)
   ____
9. Our watch counts 24 hours every day. (What kind of watch is it?)
   ____
10. That tent can hold three persons. (What kind of tent is it?)
    ____

B. You can find out if a noun is countable or uncountable by looking in a dictionary. In many dictionaries, countable nouns have (ne) after them and uncountable nouns have (nu) after them. Here are two examples.

(nc)

(nu)

ad-ven-ture (ad **ven**ture) (nc) an exciting or dangerous event or journey.

He wrote a book about his adventures in the jungle.

The explorer told us about his adventure in the Antarctic.

phar – ma – col – o – gy

(pharma**co**logy) (nu) the scientific study of medicines and their effects.

He is studying pharmacology. He can tell you what that medicine contains.

Look at the word study of this unit. Look at all the nouns.

Make a list of all the countable nouns on the left on the next page.

Make a list of all the uncountable nouns on the right on the next page.

Countable	Uncountable
1. ______	1. ______
2. ______	2. ______
3. ______	3. ______
4. ______	4. ______
5. ______	5. ______
6. ______	6. ______
7. ______	7. ______
8. ______	8. ______
9. ______	9. ______
10. ______	10. ______

READING

THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH

The Holy Mosque at the Time of the Prophet Muhammad (Peace Be Upon Him)



The Expansion of The Holy Mosque At Makkah Al Mukarramah

On Tuesday, *2 Safar* 1409 AH (13 September 1988 AD), the Custodian of the Two Holy Mosques, King Fahd, laid the foundation stone for a new addition to the Holy Mosques at Makkah Al-Mukarramah.



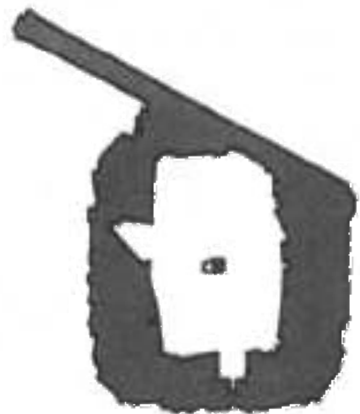
History

This is not the first time that the Mosque has been expanded. If you look at the plans in the previous page, you will see that it was enlarged eight times between the days of the prophet Muhammad (Peace be upon him) and the Saudi period.

Expansion under the Al-Saud Family

The first expansion

The first Saudi expansion took place between 1375 and 1396 AH (1955 and 1976 AD). You can see how large this was on the right.



The First Saudi Expansion (1375-1396 AH)

The second Saudi Expansion



With the latest expansion, the total area of the Holly Mosques has reached 361, 000m. This gives enough room for 730, 000 worshippers for everyday prayer and *Umrah*. The number which it can accommodate has increased to 1, 000,000 during the pilgrimage season.

What has been added?



The main addition is a large annex built onto the western side of the Mosque where 140, 000 worshippers can pray. It consists of three floors; a basement, a ground floor and a first floor. The annex has one main entrance, fourteen secondary entrances and two new 89-meter-high minarets. The Mosque now has a total of three main entrances and twenty-seven secondary entrances. Each of the minarets is similar in height and design to the seven minarets which the Mosque had before.

In addition to this, a large open plaza has been created to the east of Al- Mas'a (between As – Safa and Al – Marwah) which can accommodate 65, 000 worshippers.



Escalators

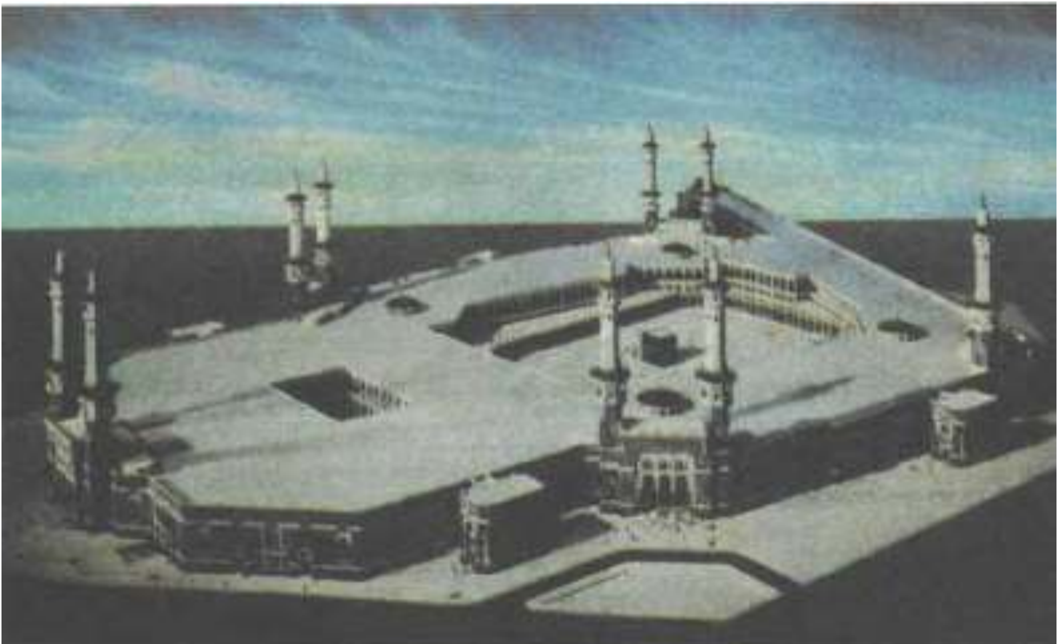
In order to help pilgrims, particularly elderly ones, to move from floor to floor, two new escalators have been built next to the extension; one at the northern end and one at the southern end. Each of these can handle 15,000 people per hour.

Power and Ventilation

Two new power stations provide the electricity for the additional lighting, loudspeakers, TV studios, telephones and clocks. Central air-conditioning has been provided for the basement. The ground floor and first floor are ventilated by the natural flow of air from windows and doors, aided by ceiling fans.

Water

The new building includes a modern rainfall drainage system. Zamzam water is available to pilgrims from 60 taps on the ground floor and 36 on the first floor. A sewer network and a fire- fighting sprinkler system have also been built in.



This model shows the completed expansion very clearly.

READING

Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the statement if you put F.

1. The Holy Mosque in Makah was expanded eight times between the year 1 AH and 1375 AH.

2. The total area of cvzthe Mosque is now 730, 000m2

3. The new annex has been built on the western side of the Mosque.

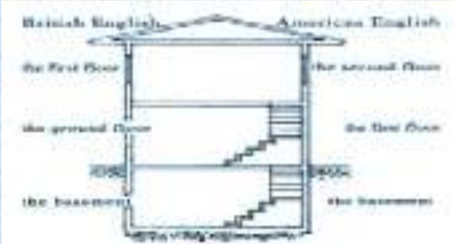
4. The mosque has now a total of fourteen secondary entrances.

5. The new escalators can handle 15. 000 people every day.

6. There are 96 taps for Zamzam water in the new building.

WORD STUDY

base–ment (base ment) (nv) a room or rooms in the house below the ground.
They live in a flat in the basement.



clock (nc) an instrument for measuring time but not worn on the wrist like a watch.

drain – age (drain age) (nv) a system of pipes for carrying away waste water.
When it rains in winter, the drainage in our town does not work very well. The streets are full of water.

el – der – ly (el derly) quite old.
He is becoming elderly and cannot walk very fast.

es – ca – la- tor (escalator) (nc) stairs which move so that you do not have to walk up with them.
That shop has an escalator between the ground floor and the first floor.
*Can you think of any buildings you have seen which have escalator?

ex – ist – ing (ex is ting) (adj) belonging to the present time:

fan(nc) 1. an instrument in the shape of a half circle which you hold in your hand and use to blow air into your face.
Women used to carry fans to keep themselves cool.
2. an electrical instrument in the shape of a propeller which is used to blow air around a room.
We used the air-conditioning and a ceiling fan but they were not enough to cool the room.
3. a keen follower or a supporter of a sport or of a famous person.
He is a football fan.

*Which of the meanings is correct for the reading passage in lesson 4?

foun – da – tion stone (foun**da** tion stone) (nc) a stone with words cut onto it, which is laid by an important person at the beginning of the construction of an important building.
*King Amanullahisal laid the foundation stone for **Habibia High school.***
*Can you think of a building you have seen which has a foundation stone? Who laid it?

lay(vt – irreg- **laid—laid**) place or put.
She laid the clean clothes on the chair.
The shopkeeper laid his goods on the counter.

loud- speak- er (**loud spe**aker) (nc) and electrical instruments which makes sounds louder.
The King spoke to the people over a loudspeaker.

par – ti – c – u – l – ar – ly (par **ti**cularly) (adv) especially Malaria is quite common, particularly in hot wet countries.
Stairs can be dangerous, particularly for elderly people.

pla – za (**pla**za((nc) an open area in a town or city.
The new city center has many small plazas where people can sit and relax.

sprin –kler (**sprin**kler) (nc) a mechanical instrument for spreading drops of water over a large area.
The garden is very dry. Turn the sprinkler system built into the ceiling. The sprinkler turn on when there is a fire.

ven – ti – late (**ven**tilate) (vt- reg..) allow fresh air to enter a room and move around it.
After the fire, they had to ventilate the house for weeks because of the smell.

ven – ti – la – tor (**ven**tilator) (nc) an opening in the wall which can be opened or closed to ventilate the room.
This room is very hot. Please open the ventilator.

WORD STUDY

Write the correct words.

1. We wanted to put five suitcases into the family car but there was only ______________ for four.
2. I cannot walk up all those stairs. Let's take the______________
3. Go and turn on the ______________ to water the garden.
4. What's the time? The ______________ is too far away. I cannot see it.
5. We heard the call to prayer from the mosque over the ______________ in the minaret.

escalator
loudspeaker
room
clock
sprinkler

6. They opened all the windows and ______________ the bedroom.
7. The prince ______________ the foundation stone for the new school.
8. Their old house ______________ seven rooms.
9. The family bought a car which was so large that it ______________ all of them including six children.
10. Macbeth.______________ by his wife, killed King Duncan.

consisted of
accommodated
ventilated
laid
aided

11. The ground floor of their new house has an area of 200 ______________
12. It is often difficult for ______________people to cross the road. We should always try to help them.
13. Afghanistan's ______________ product cotton. Wheat is a product for the country.
14. Today the temperature is 5^0 C. This is very cold for November. The ______________temperature for this time of the year is 15^0C.

main
elderly
square
normal
secondary